



Report of the Government of Bengal Unemployment Enquiry Committee

Volume II

Written and Oral Evidence

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Written Evidence.

Dated Calcutta, the 9th May 1923.

From—J. E. ROSAIR, Esq., Secretary, League for Prevention of Unemployment,

To—The Secretary, Unemployment Committee, Bengal.

Unemployment in India.—In the *Englishman* of the 7th instant under the heading "Unemployment in Bengal—Public opinion sought by committees" it is stated that—By Resolution No. 5579-Ind., dated the 18th November 1922, the Government of Bengal appointed a Committee to investigate the problem of unemployment among the educated middle classes in Bengal and to suggest remedial measures.

The League for Prevention of Unemployment desires to state that your questions apply to educated middle class Indians, Anglo-Indians and Europeans throughout India, comprising especially all ex-service men who are workless for no fault of their own, after having willingly sacrificed their prospects to the needs of the Empire during the Great War.

The League would point out that there is no concealing the fact that the following are the principal causes of the present state of unemployment among the educated middle classes:—

- (1) The feeling is widespread that there will be no lack of employment in India if the monied classes had confidence in the Government of India.
- (2) The buried and tied up wealth in India is enormous but the root of all the distress is due to the Government being unable to gain the confidence of the public monied classes.
- (3) The alleged tendency of the Government to hamper any scheme which will in any way relieve the distress of the unemployed. Here again the feeling is widespread that it is to the advantage of Government to keep men unemployed to serve the purpose of a reserve army in the event of another war.

The League for Prevention of Unemployment would suggest the following as a remedial measure:—

Bearing in mind that lakhs of rupees are spent every season in bets on the race courses in India the League desires to draw attention to the fact that raffle with money prizes is the best method of appealing to the sporting spirit of the country to afford a means for the employment of those deserving men who are workless in consequence of their military service overseas.

The raffle schemes which will involve no cost to the State could be taken up in a modest form of one rupee per ticket as an earnest of what could be done when financial conditions are more favourable. The League recognises the objections to any aid from Government but this objection does not hold at the present time in the case of workless men in India whose plight demands special consideration and the Government of India cannot fail to be aware of the distress of these men.

The League for Prevention of Unemployment has therefore decided to launch an Overseas League Raffle and requests Government helpful intention by approval of the scheme.

Fifty per cent. of the collections will be allotted to prizes and 50 per cent. towards creating work for the unemployed or financing them to start some work, say footwear or clothing, two essentials for all classes.

The League will appreciate and welcome Government control in case Government wishes to do so but should the Government throw the wet blanket on the programme of appealing to the sporting spirit of India the collections will nevertheless go on against all kinds of difficulties.

Knowing the conditions of India (1) that the dangers resulting from unemployment is daily becoming aggravated, (2) that if there is a calm in the country it is only the calm of despair which is overtaking all classes of people and (3) that this despair cannot but bode evil to the country, the League with all thinking men and women believe and feel convinced that this despair and danger could safely be diverted into healthy channels which will bring peace and prosperity to India if properly guided but the movement of the League if hampered by Government is bound to engender a degree of friction from which dangerous sparks will fly.

In conclusion the League for Prevention of Unemployment desires to state that if it has expressed itself strongly it is simply because the League feels strongly the distressing plight of workless men, and will much appreciate the helpful intention of Government by approval of the sporting spirit of the public to help afford a means towards creating work for the unemployed by collections per the Overseas League Raffle.

In the absence of Government conducting the Raffle on behalf of the League the undersigned will do so and accept full responsibility.

Dated Jessore, the 9th May 1923.

From—MR RABIUDDIN AHMED, M.L.C., Secretary, Muhammadan Association, Jessore,

To—The Secretary, Unemployment Committee, Bengal.

In reply to your letter No. 262 U.C., dated the 4th May 1923, asking for my opinion and that of my association regarding the unemployment question among the middle classes and the Anglo-Indians in Bengal, I beg to state my opinion together with that of the Muhammadan Association of Jessore as follows:—

1. Bengalis are an agricultural people and in the good old days every man even the Brahmin took to agriculture and was not ashamed of it but with the introduction of foreign ideas and luxuries of life the educated people left agriculture and took to different avocations of life. Brahmins took the law, Khatrias the sword, Baisyas the service and Sudras the cultivation. It became derogatory for the first three classes to cultivate the lands. Thus a cultivator is now mostly hated by the upper classes though he is the life and soul of Bengal. The Sudras also no sooner they get a little education leave the cultivation hate their own brethren and even some members of their own family. This is the case with the Muhammadans also. By getting a little education they

leave the cultivation and look down upon it and become satisfied if they are taken to be khansamas, peons and orderlies. The result has been that many lands in Bengal have remained fallow and unculturable and many have become jungly and insanitary and thus bringing in malaria and effecting the health of the people in general. Their dislike for cultivation, their ruined health together with their insufficient food are the causes of their discontent and unemployment among the middle classes. Besides their ill health brings them spleen and spleen gives them spite and so when they see that men of their equal standing and education bask in the sunshine of Government favour and live very comfortably they feel their lives very burdensome and thus they curse the Government and God alike for their ill luck.

One other thing to which I shall refer is their easy means of securing money by lending money at a high rate of interest. In a business concern one may not earn more than 25 per cent. as profit and yet he has to labour hard, but by lending money one can secure 37½ per cent. or even 75 per cent. per annum with the least trouble and besides he has great opportunities of cheating the unsuspecting debtor by refusing to credit any money that might have been paid to him (creditor). This has made the middle classes idle and ease-loving and dishonest fellows. The laws framed on the subject to stop the exorbitant rate of interest is ineffective. There is a clause that judges should grant only reasonable and not exorbitant interest. But the judges often decree the same 37½ per cent. as they themselves are money lenders in the name of their wives and children. So the usefulness of this law is gone. So there should be a law framed so as not to allow more than 12½ per cent. in money lending business in order to give the middle class an impetus to turn to business. These are the inherent defects in the members of this class of people.

(i) The very system of education in this country requires an immediate change before this unemployment question can be solved. There is no more enchantment in the degrees of the University. While a graduate can only earn only Rs. 20 a month by becoming a clerk or an assistant Sub-Inspector of Police, a common coolie, a hawker far less a cook can earn more than Rs. 30 a month. Thus the people have become tired of this University. Besides one may be tempted to think that University forms our character, but when we see that the educated men are being daily drawn to corruption we are bound to say that necessity has no law and that the University has failed to form out national character. Our present Vice-Chancellor of the University said the other day that lawyers are the licensed free-booters. His every word is true and we should be grateful to him if he can blot out this bad name from the future lawyers by changing the course of the University education and giving them more practical ways of earning their livelihood. Now all that is necessary is the change of University education into vocational one. By vocational education I mean agricultural and industrial education first and then all other education. Every boy in the school should be given education in cultivation and industry so that none can be ashamed of others and none can boast of his higher position than that of the rest. A Deputy Magistrate or a lawyer should be the best qualified men in all the subjects so that he will be able to do justice in all such matters. In the celebrated book "Advocacy" by an eminent lawyer, we find that a shrewd lawyer could save his client and detect the real culprit by his able cross-examination simply because he had good knowledge of nautical matters. So a lawyer should have knowledge of everything in

this country and not simply know abstruse laws. Then the lawyer will spend his time not in idle talks at the Bar library table and watch the weakness of the people and set bad example to his less educated countrymen but in doing some useful work even though he fails as a lawyer.

(ii) Then comes the high pay of some officers of the Crown. By giving a very high pay these officers are separated from the rest of their countrymen and by comparison the people have their imaginary grievances also.

(iii) People have only the knowledge of the trodden path of serving either as clerks or officials and have no other avocation of life. They should be given some chances in naval, military and railway and other forbidden and heaven-born services, and certain percentage should be reserved for them in all these appointments.

Our country products should be given a fair trial by Government so as to encourage our enterprising men and thus give them greater facilities for producing our necessities of life.

Government khas mehal lands should be let out to the middle classes for farming and other agricultural purposes, but not so as to give many lands to one person to the exclusion of others.

Small products such as shoe black, lace, comb, glass wares, etc., which are generally indented from abroad should be locally prepared under the patronage of the Government.

(iv) To do all these Government should be ready with a financial help for the encouragement of our industry and cultivation by starting more co-operate and other banks with a nominal interest. If the interest is high its very usefulness will be lost.

2. (i) and (ii). To start co-operative bank to help the people in industry and cultivation at the headquarters and subdivisions of each district will be the duty of the Government.

(iii) Government should at once start industrial schools and colleges and there should be compulsory examination in these subjects in the University.

Dated Calcutta, the 10th May 1923.

From—J. W. A. BELL, Esq., of Messrs. Mackinnon Mackenzie & Co., Ltd., Calcutta,

To—The Secretary, Unemployment Committee, Bengal.

I beg to acknowledge receipt of your Circular letter of 4th instant.

I do not pretend to be an authority on the subject, but it seems to me that the principal cause of unemployment among the educated middle-classes in Bengal is that far too great a number of the young men of the country are passed through the Universities. With the exception of a few, who can be absorbed in the professions, these young men only, ultimately, obtain employment as clerks. There is insufficient work of this class to go round, and the result is that a great many of them remain unemployed.

So far as a remedy is concerned, the most obvious is to stop this excessive supply at the source, and induce more young Bengalis to take up a trade or shopkeeping or agriculture as a career. I do not suggest that University education should be made more expensive, but that the entrance standard should be raised to such an extent that a large number of men of the class who at present obtain entrance and ultimately become clerks will be diverted to other forms of employment.

No. 741-IG., dated Krishnagar, the 12th May 1923.

From—H. G. BLOMFIELD, Esq., I.C.S., District Magistrate, Nadia,
To—The Secretary, Unemployment Committee, Bengal.

With reference to your letter No. 192 U.C., dated the 4th May 1923, regarding the problem of unemployment among the educated middle-classes in Bengal and the suggestion of remedial measures, I have the honour to state that in my opinion the main reason for the present unemployment is the present system of education, which by its excessive attention to secondary to the neglect of primary schools, by its insistence in the former on an artificial curriculum and so-called knowledge of English based on the requirements of the University Entrance Examination alone, and by its divorce of education from life, tends to create an intractably large middle-class of superficially educated people who fancy themselves too good for, and in fact are totally unfitted for, the various important technical, industrial, and commercial professions which require good men and in which good men would be adequately paid, if they were forthcoming.

My solution would be a totally different kind of education, which aimed at the formation of character and at the training of the mind rather than at a barren and unassimilated knowledge of uncorrelated facts.

Dated Murshidabad, the 13th May 1923.

From—BABU SURENDRA NARAYAN SINHA, M.L.C., Murshidabad,
To—The Secretary, Unemployment Committee, Bengal.

I cannot say much about the unemployed Anglo-Indians as I do not know their circumstances, but I believe that it may be one of the reasons that Anglo-Indians are not liked by a certain section of Europeans and Indians.

Causes of the increase of unemployed middle class Bengalis.—As regards the unemployment among the educated middle class Bengalis, causes seem to me are as follows:—

- (a) The defective system of present form of education and training. Now-a-days the University is producing graduates and under-graduates who are running after the services of clerks only. A few choose to take other profession such as school-master, lawyers and doctors. The field for lawyers are already full and posts of school teachers are very limited. To undergo the trainings of medical line is very expensive—takes longer time and at the same time admission in Medical College and schools is also a difficult task. The education should be so arranged as to give training also on commerce, industries, agriculture and such other lines besides the general line, law and medical.
- (b) The number of candidates is proportionately larger than the employments.
- (c) The increase of population, the tendency to get education, and the loss of cottage industry.

- (d) In some cases they do not get proper information of employment and the departmental officers try to take their favourite men and relations in their respective offices. *
- (e) With the frequent communication with towns the educated villagers have changed their style of living and thus have created their wants. They prefer to live in towns with some employment.
- (f) Some have changed and forgotten their ancestral profession and have adopted some sort of services.
- (g) The age limit of entering Government services is another bar to these unemployed educated middle class. The age limit may be little increased.
- (h) The separation of Behar from Bengal is another cause, because some services are now being reserved for the Beharies.
- (i) Reduction in some offices and Railways.
- (j) Failures of some registered companies and effects of other political movement.
- (k) Increase in number of domiciled up-country people and spread of education among them. Entry of other persons than Bengalis in Government and other offices.
- (l) Malaria stricken health and straightened circumstances are also one of the causes amongst others.

2. **Preventive measures.**—I beg to suggest the following remedial measures:—

- (i) (a) To issue circular letters to the Heads of Government and semi-Government offices, to provide educated middle class Bengalis, as far as possible.
- (b) Some men may be provided as salesmen to the Excise shops without incurring any extra expenditure on Government.
- (c) Some more Bengalis can also be provided in Police Department.
- (ii) (a) Some communique to be published intimating the general public the desire and action of the Government.
- (b) Government should on recommendation by a Standing Sub-Committee appointed for the purpose attempt in securing employments for unemployed persons either in this Government or in any other Government. Means should be found out for some new openings.
- (iii) (a) The standard of education should be little raised and the percentage of Pass ought to be lowered.
- (b) Some seats should be kept reserved for the educated unemployed middle class *Bhadralok* Bengalis.
- (c) Home industries should be encouraged and developed and different system of training on different branches should be introduced.

Dated Calcutta, the 14th May 1923.

From—M. BANERJI, Esq.,

To—The Secretary, Unemployment Committee, Bengal.

In response to Bengal Government Notification published in the *Indian Daily News* of the 7th instant, I take the liberty to make a few suggestions which I believe to a certain extent be a guide in preparing the propaganda for the betterment of the educated middle class Bengalis and the Anglo-Indians.

The unemployment question is very complex and of a varied significance, the word "Anglo-Indian" originally signified Englishman in India and not the mixed blood then known as Eurasians, Lord Curzon's definition is not an appropriate one. I therefore deal with them in their original and real sense. The present position of Englishman in India is interwoven with the international question of the world and is beyond my scope to discuss. I group the so-called Eurasians and the so-called educated middle class Bengalis in one category with racial and social differences.

The word "unemployment" to a dull unimaginative mind means slavery of the worst type in the guise of service or profession—the sequence of the present day false western education. Our Universities turned out year by year thousands of young men ardent worshippers of the gate not only of western knowledge but of western ideas in social life and culture. The cultural traditions of the country of past are completely forgotten. The only effective remedy is to abolish all and begin with a clean slate.

I. Inherent causes.—The meaner vices greediness, laziness, peevishness, sullenness, vanity, conceit, self-will, slowness, suspicion, jealousy, envy, hatred, malice, uncharitableness, and grossness or coarseness of any kind, these evil traits express themselves in lines and wrinkles on the most beautiful face—at once, mar its attractiveness by destroying its charm.

II. Result of existing training.—All the above vices coupled with cowardice and the false family pride of yore in one, and a little drop of western blood in the other, are the great impediments to retard the advancement of these two benighted races, the creation of the British Rule in India.

III. Absence of information, etc.—The abominable lies or the hidden truth (play of words) appearing daily in newspapers in India could not be an eye-opener to a dependent slave race save a few honourable exceptions—these exceptions are reckoned by misguided people as insignificant persons. All sorts of rubbish writings or speeches from literary fools of high sounding university degree-holder, or possessing dignity, office or Government honorariums generally attract their attention.

IV. Financial state.—Dull pursuits, lithargic habits and other similar vices have entirely robbed them of their energy, vitality, activity, morality and other natural outcomes, i. e., the Mission of their life in this broad field of life's battle (the world).

V. Luxury.—To add insult to the injury the western methods of living have penetrated the sacred Indian homes. The profuse use of scents, reading of novels (Europeanised ideals), use of soap, etc., are some of the evils. The foppery is a fuel to the fire in the garb of decency or *sabhyata*.

The word "unemployment" is a mystery to them. The word conveys "a reversal of action occupy the time or the attention of one" and not "the hand to struggle" the pursuits of the present degenerated race.

Suggestions.—Immediate effective measure without much aggravating the present situation can be taken in hand under the mask of "Reform," the Bengal Tenancy Act, "The Retrenchment" and the certification of the salt tax. If the authorities still do not wish to reveal the truth to the burgoise heavy undue pressure from all quarters is the only eye-opener and cannot longer be kept in abeyance to retard the progress of the coming age. The preliminary step to bring to task the sleeping public may be thus summarised—

(a) The immediate abolition of the educational department, closing of all Government colleges and schools and withdrawal of Government aid from all private institutions.

(b) Abolition of the present machinery in the working of Municipalities, District Boards and Village Unions and the substitution of the labour power under the guidance of an expert of the New School.

(c) P. W. D., the Medical, Forest, Excise the outcome of Bania's cult be given an immediate blow.

(d) The police, the greatest enemy of the people, can conveniently be placed in the hands of the military, the soldiers drawn from the children of the soil. A good lot have already been enlisted to give effect to the Reform.

(e) The contemplated curtailment of salaries of the clerical staff—the highest salary should not exceed Rs. 500, $\frac{2}{3}$ to $\frac{1}{2}$ of the clerical staff from Government, Railways and mercantile offices should at once be resorted to. By clerical I mean both higher and lower grade officers as defined in the Civil Service Code leaving the Ministerial staff aside. The word "Reform" should be made clear. Self-government in place of Rule by foreigners would emphatically be a Revolution, because the ideals of the people under the first policy are quite different from those under the second. Of all revolutions the conquest of a civilised people is perhaps the worst. Revolution in the proper sense does not connote violence. The essential point is the change in social ideals and the change of Government which brings this about may or may not be caused by violence.

To Rebuild a Nation.—Conscription is an essential part. All the youths of good physique whether they are in clerical staff or mere crammers in a University should be enlisted for a certain period as soldiers in different arms. The infirm, weak, sickly and invalids should be given some light work. Cattle, horse and sheep breeding which Bengal lacks behind and which is a necessity cannot be overlooked. Bengal should stand on her own legs. Each and every province should be independent in every respect; still they should form the integral part of the Empire and be a homogeneous whole.

Naturally the question shall arise how to bring round in proper sphere the degenerated youths (male and female) of the present age. Necessity is the mother of invention. Put them under the yoke and they shall be all right in no time.

Each and every individual should be given sufficient for his or her own maintenance. The hordes of dependants (especially in a Bengali home) maintained by the slave race should also be brought to task. "No work no food"—wives, sons and daughters even parents not exempted. As I have already said the old, infirm and invalids be utilised as far as possible or maintained by the State.

The introduction of foreign cereals like wheat, dhall, arhar, etc., which the present day Bengal requires badly should be given a start. The climate is changing fast. This is a clear indication of God's gift to overhaul the soil of Bengal to meet her present day necessities without disturbing the Bengal peasantry, the middle class Bengalis and Anglo-Indians should be made to undertake all new work, they shall have to take in future.

Artificers, mechanics, etc., on the modern lines are also indispensable hence all these combined open ample room to utilise the people (thrown out of their present mode of living) in a proper way so that in future they or at least their offsprings be the worthy sons of a worthy motherland.

The idlers have no right to live on the labour of others. The females may plead that they have to look after kitchen children and other household affairs. This is a very lame excuse. They have plenty of time to keep them active to develop their muscles and bettering their stage of motherhood, spinning, keeping the cattle shed clean and the like and a little gardening to a certain extent is of great value to their health. Men of course should be given hard out-door work. Sitting underneath an electric punkha or sipping a glass of ice or a glass of aerated waters should cease instantly. Nature provides all that is necessary, anything artificial or in contravention of the laws of nature cannot but prove an evil in the long run.

VI. Law Courts.—The Devil incarnate if possible may be given a clean-slate at once. If not its procedures should be changed (as to give a vivid impression in the mind of the people of the great change coming). At least the lawyers or the free-booters as Bhupendranath Basu calls them should not be allowed to meddle. The parties and the Judges or Magistrates should decide the issue. The Judges and Magistrates should be made to understand they are the servants of the people—it is their bounden duty to help the people. Any Judge or Magistrate failing to carry on his duties according to the Laws of God should vacate his seat and make room for an expert of new school.

I am not a man of letters, I have not sufficient command over the language. To use applicable words or make a report literally strong is beyond my power. I simply tried to give an expression of my thoughts and the simplest methods which in my humble opinion will be of use to uplift this fallen race. My basis is "Equality, Fraternity, Liberty" not in an occidental but oriental sense pure and simple. The race or class distinction has had enough baneful effect on the mind and conduct of the people. Racial hatred is rampant, every corner. To drive these sirens cautious, gradual and effective screw from time to time should be resorted to, without any favouritism or mercy. Honesty is the best policy universally acknowledged from time immemorial. It still lurks in crooks and corners of the world. It is not extinct as some think. Let true Patriotism based on honest principles (the Positivistic conception of the nature of Freedom) be our future motto and guide.

God save the Queen.

I herein subscribe myself as a most obedient, humble follower of any one who is in earnest to uplift this fallen Nation irrespective of creed or colour.

P. S.—An acknowledgment of the receipt of this note is eagerly solicited. I shall have no objection to do anything and everything in my power to help the real workers, if they desire so.

“Strike hard at the root of the withering tree and the branches shall fall off itself.”

Dated Calcutta, the 16th May 1923.

From—FATHER A. GILLE, S.J., Editor, *Catholic Herald of India*,

To—The Secretary, Unemployment Committee, Bengal.

NOTE ON UNEMPLOYMENT.

Much of the public indifference to the problem of unemployment is due to lack of statistics. The extent of the problem being unknown, it is difficult to convince both Government and the public that there does exist a problem at all, and equally difficult to persuade employers not to aggravate the problem by their un-Christian policy in swelling the number of unemployed. So far the public is callous. Both Government and the firms could and would make concessions by a better distribution of their work, and letting overtime go to the unemployed, if they knew the extent of the problem. It might also minimise the callousness of employers who throw their men on the street on the slightest pretext. I know by several well authenticated cases that it is sometimes enough to lend one's wife to an employer to make him evict a man and to step into his place. Jobbery and corruption will always exist, but a better knowledge of the state of things would certainly produce better feelings which at present hardly exist.

This would be the first task of an employment bureau which is the common remedial palliative used by all countries that have to face the same problem.

2. The cause of unemployment among the *Bhadrolok* is well known; the rush of semi-educated men from villages to the town, and the slump in trade which produces a surplus. A number of supernumeraries have recently returned to their villages. This movement should be encouraged, but with what success I do not know, as village life in Bengal is not attractive. Yes, only *Bhadrolok* could make it more attractive by settling in villages and a little propaganda would persuade a number of Bengalis unemployed to take to the fields again and be absorbed into their joint-families. It is the secret of the unemployment solution in Belgium, where the surplus labour can always fall back on their fields. This produces balance and stability; and the remedy is quite consonant to Indian life as it prevails among lower classes of labour. As education is partly responsible for the townward suction, education must be made the instrument of the reversion movement. To that end, the Matriculation should be severed from the University and placed under an Educational Board, as the University alone is responsible for the unhealthy prominence of the classics in the Matriculation curriculum, to the detriment

and exclusion of vocational training so often advocated by the Headmasters at their yearly conferences. As long as the University remains the arbiter of the primary and secondary school curricula, 80 per cent. of the boys are stuffed with knowledge they are intellectually unfit for and which eventually turns them into social misfits as well.

Vocational training should be so directed as to create the small industry in the country without necessarily attracting the population into towns, and to restore to Bengal the same prosperous condition that existed prior to 1800; i.e., the old artistic industries, of which the small artisan can always keep the monopoly, should be given due preference, because no machinery will ever emulate the human hand in certain handicrafts like lace-making, artistic pottery, weaving, silks, muslins, etc. Not that I advocate cottage industries only, but the small country factory as well, which will keep the population to the country and provide it at the same time with the sustenance agriculture is inadequate to give.

I am told there are 27,000 unemployed *Bhadrolaks* in Calcutta. If such is the case, doles, artificial supply of public work, etc., will only aggravate the evil. If they come from the country, they must be restored to the country and be given land if necessary. Probably Capt. Petavel's scheme would meet the case best, provided it be not started on too ambitious lines. Colonies of that kind might be tried at small distances from Calcutta in the shape of dairy farms, as healthy food in Calcutta still offers an abundant avenue for honest and co-operative industry.

3. Unemployment among Anglo-Indians is of course due to Indianisation, slackness of trade, social snobbery and the ingrained habit of regular wage-earning. The main remedy for the future is to stop the manufacture of casuals and loafers. Primary and elementary schools disgorge every year scores of unfinished material, boys of 16 or 17, who possess the elements of general knowledge and nothing besides; they at once look for jobs, loaf in streets for a year or two and finally accept anything—there we have the making of the casual. These elements are the first to be thrown to the surface at the first signs of slackness in trade or industry, and thus create the problem of unemployment. It should be taken as a principle that no boy should be let loose before the age of 18, and all those boys who leave the Catholic Male Orphanage, Free School, St. Paul's School, etc., in an unfinished state should be forced to enter a technical institution and be made fit to take up definite work either for themselves or in a firm. It is pretty hopeless to make a country gentry or a decent peasantry out of the Anglo-Indians, so that the question of selecting his avocation is simplified. Yet it could be so directed as to give the Anglo-Indian boy a taste for independent trade or industry and induce him to set up his own small business. The Anglo-Indian has lost the habit by a long period of Government spoon-feeding and *ma-bapism*, but he will recover it, and the present hardships in this respect may be a blessing in disguise.

In this connection it should be noted that the Irish Christian Brothers are building a technical institution for 500 boys in Asansol, and that so far Government has not given them a pice to expedite the work, in spite of all its promises. As Catholics are responsible for 64 per cent. of the Anglo-Indian boys Government will find it better economy to help this institution than start new "white elephants" of its own. The Asansol Institution would solve the problem among Catholic

children, and Kalimpong, if developed, might solve it among the children of other denominations. Concentration on these two schools would greatly simplify matters.

4. For Anglo-Indian unemployed adults it is best to confess that there exists no remedy, only palliatives, as long as they must stick to their present standard of living, as long as firms must give their better jobs to Europeans and their cheaper jobs to Indians. They are the victims of public opinion and of their own, and socially they must perish in the conflict unless you keep them alive with doles. But public opinion can be altered by vigorous and incessant propaganda. If unemployed Anglo-Indians could once every day march up and down Clive Street in a body, I dare say public opinion would soften in their favour, if the police could be persuaded not to interfere. But the remedy is not recommended in books.

Here again Capt. Petavel's scheme may do something, but the presence of Anglo-Indians in his colonies will complicate his scheme and perhaps knock the bottom out of it. It is not wise to start a delicate, artificial operation such as is colonizing with people belonging to standards so utterly different as those of Indians and Anglo-Indians. They will not work together, though they might separately. In any case Anglo-Indian colonisers will have to rough it, and should be young. There are grounds available along the Bengal-Nagpur Railway which young men could turn into prosperous vegetable gardens, if directed by experts. But they should be made to build their own huts, and live in them for a year or two so as not to necessitate too big an outlay. I know Anglo-Indians who would not hesitate to go there with a little encouragement and support so as to tide over the first year.

Dated Calcutta, the 18th May 1923.

From—RAJA MANILOLL SINGH ROY, C.I.E., M.L.C.

To—The Secretary, Unemployment Committee, Bengal.

1. Causes of unemployment inherent in the middle class Bengali.—

(1) The Bengalis are admittedly a very intelligent people. I do not therefore believe that intelligence is not a large factor in bringing about the economic salvation of a people, though unemployment, in one shape or another, has come to stay to be satisfactorily solved in all countries and at all time. There is, however, a very sharp line of demarcation between the unemployment as thriving in England and that in Bengal. In the former case, it is the unemployment of the skilled hands that has been worrying the executive since the demobilisation of the army after the war. In the latter case, it is the self-imposed unemployment of unskilled, inexperienced "raw" hands who have had no taste of any employment whatsoever. The problem is therefore of a more baffling nature here and presents an aspect too sinister to offer any prospect of an immediate solution. The task becomes infinitely more difficult, if not impossible, to be rightly tackled when it is considered that a lack of initiative, energy and enterprise coupled with a chronic want of self-confidence and a fetish of insufficiency of funds has been eating into the vitals and drying up the sap of the middle class Bengali. It has also been said that the Bengalis are too shrewd to trust their own neighbours. This trait in the Bengali character has, more often than not, been cried down as a disqualification for a successful business enterprise. But after all has been said for and against, the fact remains that honesty alone is not a *sine qua non* thereto, and it is by itself, as ineffective to further one's

material interests as is shrewdness which is so very essential to all business undertakings. Neither is capacity for physical hardships. The three must go hand in hand in order to ensure a sound business which, to wit, certainly flourishes among those men both of middle and lower classes who have been plying their trade and making their small piles throughout the province—their only assets being hard labour and honesty and shrewdness. This points to a moral which should have long been followed by our unfortunate young men before they found themselves in an impossible position.

(ii) **Those from training and education.**—The fact evidently is that the educated middle class—Bengali or Anglo-Indian—under the prevailing system of University education waxes eloquent on Bentham and Mill without a corresponding aptitude for keeping at bay the wolf at the door. They are so many human automata who know not how to keep their soul and body together, not to say how to earn a decent living. They are not at all to blame, poor fellows. The onus of responsibility lies with the fathers and the guardians into whose shoes they their “young hopes”—automatically, almost intuitively step in, and with whom the idea unfortunately still persists that the degrees of B. A. and B. L. are the only panacea for the many evils the human flesh is subject to! And the controversy which was raging over Mr. Bose’s “licensed free-booters” amply testifies to the fact that the educated middle class is certainly loth to enter sincerely and energetically into the merits or demerits of vocational training and much too eager to cloud the main issues of the question raised by the Vice-Chancellor.

(iii) **Absence of information on some small but paying industries.**—But if they are as apathetic as ever to improve the status of their sons and heirs (!) it is high time for the Government to step into the field and help them out with expert advice, even to the extent of co-operating with them, as to how they can best earn a living without becoming so many encumbrances to their fathers and father-in-law. There are scores of openings into which their long pent up activities might profitably be diverted; but insufficiency of necessary and urgent information on these often acts as a deterrent and a cold douche. Such small industries as manufacture of office stationery (envelopes, nibs and pen-holders, pins, clips and fasteners, ink and glue, etc.), of comb and button; washing soaps and sealing wax, covers and card-boxes might be successfully exploited, of course, to supplement others more paying, as they by themselves can offer hardly more than a hand-to-mouth earning unless founded on big commercial lines. Exhaustive information on dairying and poultry-keeping stock-raising, vegetable, fruit and fish culture are also not, if ever, well ventilated. There are many industries of a like nature which do not require any great technical skill and which may go far in enabling a willing hand to make a decent living.

(iv) **Cause economical.**—Of course, these for their systematic development would naturally call for a good capital out-lay and that particular commodity the educated middle class is assuredly not in possession of. But I should think that the abovenamed industries with the possible exception of dairying do not require any large share of ready cash and that a dozen of our young men with a purse of Rs. 100, each or even less may, beginning from the lowest rung, very well make their bids for the fortunes of millionaires. Indeed, lack of funds has often been made a scapegoat to account for the sorry plight of the thin-pursed middle class. But even a ton of money without business aptitude and acumen to back it, to all intent and purpose, inert and ineffective.

(*) **Other causes.**—Obviously, money alone is not the golden key to material success. There is yet much that is pure dross in the strata of the middle class society which has been mainly instrumental in inflicting on it disaster after disaster in quick succession. 'I allude to' that false sense of self-respect which lifts its little finger of warning whenever one tries to make up his mind in exploring some lucrative avenues hitherto left "untouchable". Tanning is an instance to the point. Others are fish and egg, boots and shoes and saddlery, poultry and live-stock, etc. They are certainly very paying, but it is "beneath the dignity" of our Bachelors and Masters of Art to take advantage of these "fresh fields and pastures new". With this pitiable but peculiar mentality—thanks to the demi-gods of our society—is the unholy alliance of that acute aversion to manual labour which has been sapping at the vitality of the class as a whole. This is one aspect of the question which merits very serious consideration at the hands of the Government. We are again told that no less than 71 per cent. of the student community of Calcutta are physically unfit. The danger is very great: the more is the reason for their taking to a healthy out-door life and business—the only road to health and prosperity and unless they themselves become expert in all the ins and outs of any particular business, it is impossible for them to handle labour in a way that will leave them a fair but reasonable margin of profit. And this becomes much aggravated when the fears of ostracism hinted to above which invariably overtake one up against the time-honoured social customs and observances are taken into account. **The Anglo-Indians**, however, are in this respect on a much better footing than the Bengalis. If they are practically disowned and ostracised by the "pure" Europeans, they are not by their own kith and kin, and this is a distinct advantage which can be turned into good account if they could trust to stand more on their own legs than on others. They realised earlier than the Bengalis the unreliability and inefficiency of pure literary education in consequence of which they betook themselves to pits and workshops, railways and telegraphs, and by reason of which they can without any fear of "losing caste" from among their own community turn their hands immediately any way they like. Nevertheless, it grieves one to find that they have at least to be "fair" Anglo-Indians if they desire to have a good berth under "pure" Europeans. Only the other day a lady complained in the press of the injustice her husband—a well qualified medical man who had served in the War and is the holder of a British degree—had been receiving from the "pure" Europeans, who, on principle made it a point not to entertain him as he was an Anglo-Indian. This is not a solitary instance, but only a typical one out of many. I think no comment is necessary.

2. **An immediate relief.**—It is comparatively easy to diagnose the present evil of unemployment with some degree of certainty. It is altogether a different thing when one attempts to prescribe remedial measures thereon. However, there can be no harm in offering one's suggestions without pressing for their acceptance. Unemployment, then, though needs an immediate solution from responsible quarters, cannot, from its very nature, look for any, even in the near future. But I am inclined to think that much of the present day breaking point tension may somewhat be relieved if the Government of Bengal could at once provide some of the idle hands with suitable jobs, not in their offices, which is impossible on the very face of it, but in out-door work.

(i) **Bengal and agriculture**—India is essentially an agricultural country and the fertility of Bengal is far superior to any of her sister

provinces. I therefore suggest that the Government be pleased to start a net-work of agricultural and farming associations throughout the province, *on a limited liability basis*, the share-holders to be recruited from the educated but unemployed middle class who will have to contribute a fixed amount in shares and to act as working partners under the direct supervision of an expert officer responsible to the Government. The contributors to get a fixed monthly allowance *plus* a 20 per cent. or thereabout profit on their capital outlay. They should be made to "do the things" for themselves according to the instructions imparted by the Supervisor. Those "Babus" who have no inclination or stamina for hard manual labour which agricultural operations generally and necessarily entail may be allowed labour hands to be wholly maintained by them out of their own allowance. Cultivation of jute, cotton, rice and grain; dairying and poultry breeding; fish culture in the many ponds and *beels* abounding in villages; vegetable and fruit (such as plaintain and papaya which yield a rapid outturn) growing, etc., may be taken in hand. During slack times the shareholders to busy themselves with the manufacture of office requisites such as envelopes, ink, glue, pen-holders, pins, etc., paste boards and card-boxes and covers and of such other commodities. These require no great skilled labour and I give only a rough general outline, the details may be worked out later on, if worth while. I venture to think that if this suggestion or others in the same line be given effect to, some relief which may not be quite immediate of the unemployment of the middle classes may be obtained.

(ii) **Prevention of an aggravation of the present state.**—But a mere temporary relief will not be effective to root out the cause of unemployment if the immediate causes leading to it be not at once counteracted. With this in view only those students who are of exceptional merit brilliants and are ready to bear the fruits of a purely literary or scientific education should be allowed to the post-graduate classes. And for some time to come at least Law classes should be tabooed as the lawyers are, by the way, more numerous than the litigants themselves. There should be substituted industrial, commercial and technical education which are expected to enable their votaries to eke out a living for themselves as soon as they in this unhospitable world will have begun their struggle for existence. Roorkees and Sibpurs to be more numerous as also Jamalpurs and Kanchraparas. Medical schools to be established in every district with larger accommodations along with institutions for imparting a working knowledge of technology for manufacturing commercial products which have a great demand and can easily find a ready market. Commercial Geography especially of India, agriculture, weaving and sericulture (other places to follow Serampore) both practical and theoretical to be included in the curriculum of secondary education and other allied subjects which have money making capacities to be given the due consideration they deserve. These recommendation if carried out may to a great extent prevent an aggravation of the present state of unemployment and consequent economic ruin of the educated middle class.

(iii) **Prevention of a state of unemployment.**—From this it naturally follows that the prevention of a future state of unemployment among the class in question is not impossible. Provided that the now idle hands work with a will and with energy having the sole object of becoming self-supporting healthy young men and worthy and loyal citizens of their country and community the problem comes within an easy and possible reach of solution. When skill hands are available and eager willing

hands "to do or die" the prospect of the country becomes hopeful. To ensure this Government have to be more sympathetic and more liberal to the middle class to lift them up to a better position in life. Let the University be re-organised drastically. No more 80 per cent. passes in Matriculation or 50 in I. A. Neither pure literature in any curriculum. Let commercial, technical and industrial education be the slogan.

I have no doubt that in the vocations as already outlined above, the educated middle class in a few years will have acquired the required knowledge of and experience in various industries and such as be well qualified to shift for themselves according to their bent and preferment in any career they will have decided upon. This is the only royal road to success and as nothing succeeds like success, I venture to think that the future prospect of the country is assured if only the Government would see their way to furnish the needy but willing middle class with the necessary informations and openings merely to "set them going" and guide them successfully to a happy destination which no doubt awaits them.

Dated Calcutta, the 22nd May 1923.

From—J. H. RUNDLETT, Esq.,

To—The Secretary, Unemployment Committee, Bengal.

Principal causes of Unemployment.—I have replied to the questionnaire categorically, separately for Anglo-Indians and Bengalis and feel I must preface my remarks.

Unemployment, which to some extent is due to the preponderance of labour over demand, has been considerably aggravated by a merciless application of the "axe", firstly by the Government including Railways, and secondly in Commercial quarters due to alleged depression in trade and the desire to follow the example of the Government.

Amelioration of the present domestic disaster in numberless cases might have been found in a general reduction in wages reducing say 15 per cent. of budget expenses when the burden would have been borne by all alike; or reduced wages offered to employees, found supernumerary, which perforce they would have accepted. If there was really a surplus of staff, it would have been still better to have doubled efforts and so doubled profits, rather than to have halved establishments and so reduce results and efficiency. This applies to Indian Railways in particular.

Under present arrangements much distress has ensued and the tone and confidence of a people, who had not merited such treatment, has been lowered.

The remedy would lie in harking back as much as possible, despite an alleged depleted Exchequer and constituting "relief works", particularly on Railways and taking the opportunity of surplus labour in executing essential work held up for funds which should be borrowed. There is no time to lose, i.e., for the horse to die while the grass grows and if any good is to ensue from the deliberations of this committee, primary action must be taken at once, and any details now submitted should be worked up without delay.

Anglo-Indians.

1. *Causes of unemployment taken up categorically with the questionnaire.*—The scope of employment is very limited while the annual outturn of Anglo-Indian lads capable of work is far in excess.

A comparatively small number of Anglo-Indians aspire to Collegiate studies but as secondary school studies suffice in most cases, the lads shape mostly for clerical labour.

2. The system of training and education is defective and insufficient. The Anglo-Indian must aspire to education with the Junior Cambridge Examination as a minimum or the Senior Cambridge and University studies if he is keen on clerical labour or the better Government appointments the avowed only avenue for which is a University degree. Otherwise after the Junior Cambridge class the lad should qualify for mechanical or technical labour with proper facilities afforded.

3. Absence of information as to fields of employment or endeavour to seek such information is a grave charge against the majority of parents. There is usually no forethought and when the boy declines to do further study or is incapable of doing so endeavour is made to grasp the first job that is going.

4. In these times of monetary stress the financial condition of Anglo-Indians is a consideration and education has frequently to be stopped for want of means. Poor feeding is also a factor in the outturn of a lad with poor physique. Many lads are turned away as being medically unfit or not being of standard physical qualifications.

5. "Other causes" may be found in prejudices such as preference to the *ex-Army* service man, Indian school education, colour, *i.e.*, being of mixed descent or "country born" if of pure European descent.

1. *Remedial measures.*—(a) For the immediate relief of the unemployed I would say that the greatest number of such would be absorbed by the formation of a military unit say 800 or 1000 strong with the proviso that diverse handicrafts form part of men's daily occupation so that after seven years of army life a man would be discharged with a profession. The results of such labours should counteract part of the expenses of the upkeep of such a regiment which should be quartered near a manufacturing centre where the men could be utilised in workshops or factories and so learn a trade. A Government printing press, telegraphy, Railway training and such other useful avocations would turn out men with advantage to themselves here after and to the Government in times of disaffection.

Railways should at once restore their staff and by enhanced passenger facilities augment their traffic and so increase their revenues. This is more than feasible and the better policy than curtailing staff and impairing efficiency both in regard to convenience and safety.

The Mercantile community might be asked to view matters in the same light.

Withdrawal of preference to *ex-service* men and the selection of the fittest without prejudice of being "country born" or of mixed descent would be an antidote the Anglo-Indian being given fair field and no favour.

(b) Opening up of schools in the country where in addition up to the studies of the Junior Cambridge, agriculture or farming and mechanical work should form part of the curriculum. Electricity, motor traction, shorthand and typewriting and other useful trades should be included.

The schools at Asansol and Coorji especially the former might commence the experiment forthwith under expert direction.

(c) The schools in cities where higher education is taken up accounts and shorthand should be *conditiones sine qua non* as also the study of a vernacular language, correct colloquial being essential.

2. The present state of unqualified outturn of labour in the case of Anglo-Indians can only be prevented by systematic education and industrial developments and will be aggravated by adhering to scholastic studies leading to no definite profession of which school authorities in general are perfectly callous leaving a choice of professions to a lad after he leaves school and gropes in the dark for something to do.

3. Prevention of a state of unemployment must depend on a revival of trade conditions and withholding any hysterical wielding of the "axe" also a development of local manufacture in convenient centres under imported direction if necessary but almost entirely by local labour.

Bengalis.

1. *Causes of Unemployment taken up categorically with the questionnaire.*—There is a very large outturn of men with University attainments, *i.e.*, passing the Calcutta Matriculation, Intermediate Arts and B. A. exams. mostly the result of cramming with an imperfect knowledge of speaking and writing English and lack of deportment. These men all seek clerical appointments the extent of which is not commensurate with the scholastic outturn. The bane therefore in the case of Bengalis is a useless hankering after Collegiate studies and the predilection for office appointments affording regular hours of work with the least bodily discomfort; undesirous of taking up outdoor work, such as at out stations on Railways entailing personal responsibility which posts eventually devolve on lesser educated men.

2. Absence of information as to fields of employment of the endeavour Bengali should receive more of a general education with a minimum of politics and argumentative matter and his thoughts diverted to other than avenues of clerical labour.

3. Absence of information as to fields of employment or the endeavour to secure such information consistent with the natural bent of the boy is a grave charge against parents. There is usually no forethought and when a boy declines to do or is incapable of further studies endeavour is made to grasp the first clerical job that is going.

4. In these days of monetary stress the financial conditions of all classes is doubtless a consideration.

5. Higher education has been interfering considerably with the abandonment of domestic manual and agricultural labour. With mechanics, agriculturalists and even domestic servants who have of themselves been successful in life the desire is to qualify their progeny for clerical labour rather than to transfer paternal avocations to children with necessarily the asset of their father's experience.

Yet another cogent reason is that of the Bengali permitting himself to be ousted by a large number of avocations on his own ground by almost every other race of India who have made serious inroads into numerous departments of labour which should have rightly have been the Bengali in Bengal.

We need hardly explain for instance the presence in Calcutta of the Marwari, the Sikh, the Punjabi, the Bombay-wallah and Madrassi and now the Bhutia is trying to get a foothold. The Bengali has forsaken his birthright of manual labour for chimerical education and wonders why thousands cannot get employment.

1. *Remedial measures.*—There are the opening up of large rural schools wherein addition to book lore to some extent agriculture and handicrafts should form part of the curriculum. Electricity and motor transport should be included together with manufactures of numerous articles which are now imported and could well be made in the country.

2. The present case in the state of Bengal is will only be aggravated by continued enhanced output of University students with no scope for employment and an avoidance of manual labour.

3. Prevention of a state of unemployment must depend upon revival of trade conditions and withholding of any hysterical application of the "axe" also development of local manufacture in convenient centres under imported direction but almost entirely by local labour.

Dated Calcutta, the 30th May 1923.

From—BABU RAJSHEKHAR BOSE, Manager, Bengal Chemical and Pharmaceutical Works, Ltd.,

To—The Secretary, Unemployment Committee, Bengal.

The Middle class Bengali—Old and New.—A hundred years ago, the middle class in Bengal consisted almost entirely of the higher castes. The occupation of this class was much less varied than at present and was generally confined to zamindari, land farming, service under zaminders, agriculture and money lending. A large number of Brahmins earned their living as priests or pandits. The Vaidyas practised medicine as a hereditary profession. Only a few were employed in the public services or in some European merchants' office. Trade and industry were practically confined among the inferior castes. The *bhadralok* had a contempt for the trader and artisan, and his social aloofness kept him in ignorance of the pursuits of his thriving merchant neighbour. The average middle class Bengali of those days was not better off than his present day successor, but he lived a more contented life as his habits were simpler and wants fewer.

When the present system of education was first introduced, the middle class Bengali, aided by his hereditary culture, was the first to take advantage of it. He at once found that the new knowledge not only benefited him intellectually but opened up new sources of earning. In those early days it was easy for him to secure a decent clerical post even with very scanty educational qualifications. His predecessors had been used to clerical service under the zaminders and the new occupation quite fitted with the traditions of his class. Some of his more progressive brethren were fortunate in securing posts in the higher public services, while the boldest of them went to a step further and adopted some of the independent learned professions and were successful, there being few competitors.

Thus the new system of education immediately resulted in an increase in the earning capacity of the middle class Bengali. He was a pioneer in the field and his services were in demand even in the other provinces. His newly acquired wealth and experience of city life gradually affected a change in his standard of living. His neighbours noticed the change and eagerly sought the new path. Members of the inferior castes were soon attracted and leaving their hereditary avocations, swelled the ranks of employment seekers. At the present time, whoever learns a little English and adopts the manners of the *bhadralok*, is regarded as a member of the middle class.

2. The present state of unqualified outturn of labour in the case of Anglo-Indians can only be prevented by systematic education and industrial developments and will be aggravated by adhering to scholastic studies leading to no definite profession of which school authorities in general are perfectly callous leaving a choice of professions to a lad after he leaves school and gropes in the dark for something to do.

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It will be seen that the middle class Bengali of to-day has a much wider choice of occupations than his predecessors. Yet he has an inherent predilection for particular classes of occupations only. The average *bhadralok* considers it beneath his position to adopt a calling in which his learning however slight is not indispensable. He will eagerly accept a clerkship however poorly paid or patiently wait his chance in a congested bar; but he cannot bear the idea of being a grocer or contractor of labour or dealer of second-hand wares. He has a supreme contempt for the calling of the uneducated but thrive up-country merchant but he has not the least objection to serve the latter in the capacity of a clerk. When hard pressed he may break convention and adopt some "unlearned" profession but even then he is careful to select one which is comparatively new and not traditionally associated with the inferior castes. He can thus be a motor-car driver or watch repairer or even a mechanic but never a tailor, carpenter or smith.

There are of course exceptions but what has been said above is true of the average middle class Bengali. The class is fast growing by influx of members from the lower social strata and the struggle to realise a steadily increasing standard of gentility is becoming keen. The mentality of the class favours only a limited number of occupations which cannot provide employment for all. In the old days, it was quite normal for the earning member of a joint family to support a large number of idle relatives. But with the rise in the standard of living, the earner has become exclusive and less mindful of the needs of his relatives. The result has been gradual break down of the joint family system, which again has reacted on the present situation by setting free a large number of members, who finding idleness no longer pays, are compelled to seek employments.

The causes of the present state of unemployment.—Following the classification recommended in the questionnaire, the principal causes may be grouped thus—

- (i) The inherent predilection of the members for particular classes of occupation, *viz.*,
 - (a) the learned profession,
 - (b) occupations for which the chief qualification required is ordinary school or college education,
 - (c) callings not traditionally associated with the inferior castes.
- (ii) Inadequate facilities for learning new vocations.
- (iii) Ignorance of mercantile pursuits due to aloofness from trades people.
- (iv) The break-down of the joint family system which has turned a large number of idlers into employment seekers.
- (v) The growth of the middle class by absorption of members from the lower strata who have adopted the manners as well as the narrow outlook of the *bhadralok*.

Remedial measures.—It has been repeatedly suggested that the University or the Government can solve the difficulty by introducing vocational education on a wide scale. There is already a fair provision for teaching the learned professions. The Bengali has had a surfeit of

legal training but there is still room for extending the teaching of medicine and engineering. These subjects however are suitable only for the highly educated fraction of the community. For members of middling qualification, there are several schools for teaching book-keeping, stenography and other clerical work. There are also a few institutions for teaching agriculture, mechanical engineering, surveying, drawing, motor-car driving and repairing, telegraph signalling, weaving, tanning and other technical subjects. Such institutions are doing useful work and attempt should be made to multiply them. It has been proposed to introduce technical training as an adjunct to secondary education, but the subjects usually recommended are remarkable in lacking variety, being carpentry, elementary mechanics and at the most spinning and weaving. Nothing can be said against such choice if the object be to add to the general culture by inducing habits of neatness and skilfulness in the student. But to expect that the latter will profit by his training by adopting the career of a common artisan is to belie the definition of the *bhadralok*. It has also been suggested that the University should open technological classes for imparting scientific training in the modern industries. Unfortunately, the demand for men with such training is still small in this country and there are so few manufacturing industries. It is idle to say that the student after finishing his course should be able to start an industry on his own initiative. It is not class training alone that can build up a business. A few enterprising and resourceful individuals may attain success, but in the majority of instances the raw young technologist would be likely to court failure by launching into business without adequate backing.

What then should be done? Let there be by all means a wider provision for training young men to crafts and industries—if only in anticipation of suitable openings in the future. But let not the rising generation be deluded into the belief that technical education alone shall bring about salvation, just as their predecessors believed that ordinary school or college education is the surest way to earn a living. The young men should realise that although it is good to know how to produce a commodity, it is very often more profitable to know how to sell it. It is high time that the middle class Bengali should direct his attention to the doings of the vast army of immigrants from the up country, who with no other asset but an inherited trading instinct and plenty of dash, are pushing their way into the remotest corners of Bengal and earning a substantial living by capturing the internal trade.

The *bhadralok* should be cured of his hankering after the learned professions and clerical services. He should be initiated into the mysteries of trade in its various phases. Once he gets over his awe and repugnance for an unknown career, it should be easy for him to find a place for himself in the diversified paths through which commodities pass from the producer to the consumer. He may be a retailer or contractor of goods or services an organiser and employer of craftsman or an intermediary between the merchant and retailer. He may commence as a small trader and satisfy his highest ambition by rising to the position of a big merchant. He need not discard a business be it as humble as that of a sweetmeat vendor or grocer. He can turn his education and refinement into account by providing better service for his customer and transforming the pettiest shop into an attractive establishment.

Such a change of outlook cannot be brought about quickly. It will take some time to overcome the prejudices of the middle class and to initiate them into occupations with which they are not familiar.

Training classes can impart only an elementary knowledge of a calling but practical experience can be acquired only by association with men actually engaged in the calling. In the case of the majority of trades class training is impracticable. The function of schools and universities should not be over-assessed. The family atmosphere should be so transformed as not to put an exaggerated value on University degrees. Young men have now realised that degrees do not help much in after life, yet they prolong their studies listlessly, to put off the unpleasant day when they will be called upon to choose a livelihood. Let the degree be reserved for picked scholars. The mediocre young men, instead of frittering away his energies and his father's money on aimless college education, can derive more benefit by serving as an apprentice to some tradesman for a few years.

To sum up—

- (i) Immediate relief of the unemployed is not practicable.
- (ii) The aggravation of the present state may be prevented by organised propaganda for popularising new fields of employment in the industries, trades and agriculture, and discouraging an indiscriminate prolongation of University studies.
- (iii) To prevent unemployment in future, the growth of institutions for imparting vocational and industrial training should be stimulated. Popular lectures may be arranged for explaining the possibilities of a mercantile career and young men should be encouraged to serve as apprentices to trades people.

*

No. 210/44, dated Calcutta, the 17th May 1923.

From—J. P. GANGOOLY, Esq., Vice-Principal, School of Art, Calcutta,

To—The Secretary, Unemployment Committee, Bengal

With reference to your letter No. 378 U. C., dated the 4th May 1923, on the subject of Unemployment among the Educated middle class Bengalis I beg to state that the letter has been forwarded for opinion to the Principal, Mr. Percy Brown, who is now in England on furlough. In the meantime I beg to give my opinion on the subject confining it chiefly to Art Education in Bengal.

A fair number of passed students of this school easily find employment in Government offices, in private firms or find means to earn their livelihood by profession. But for the relief of others who cannot find these I would suggest that—

- (a) Drawing may be made one of the compulsory subjects of the Matric Examination and that Drawing masters may be selected from the passed students of this school.
- (b) The scope of the school may be extended to meet the growing demands of commerce by introducing a few more courses in the school.

No. 119, dated Pabna, the 26th May 1923.

From—The Superintendent, Technical School, Pabna,

To—The Secretary, Unemployment Committee, Bengal.

I. I think the principal causes of unemployment among the middle class Bengalis are the following. I am not aware of the wants and

requirements of other communities and I am unable to say if these are applicable in the case of the Anglo-Indians also :—

- (i) Want of sufficient fields of employment.
- (ii) Want of facilities for practical training in the existing trade and industries and other avenues of employment.
- (iii) The causes resulting from the present system of secondary and University training given through the medium of a language other than the mother tongue and from the present system of examination as well as the want of a suitable industrial and manual training along with the secondary education.
- (iv) The absence of information as to fields of employment leads many of us to believe that there are practically no such fields except only a very few where the competition to enter in is very hard, making it impossible for many candidates to secure admission. A system of regular supply of information regarding various fields of employment if they do exist in the country, would greatly help to relieve unemployment provided facilities are given for admission.

II. It is not probably quite possible to take any measures to give an immediate relief but it is possible to prevent an aggravation of the present state of unemployment if the causes mentioned above are removed and the development of the resources of the country is taken up in right earnest to find out employment and every possible facility and concession are allowed for securing the desired object.

No. 94, dated Krishnagar, the 28th May 1923.

From—BABU RAKHAL RAJ BISWAS, offg. Principal, Krishnagar College,

To—The Secretary, Unemployment Committee, Bengal.

In your letter No. 460, dated the 5th May 1923, I have been asked (1) to give my opinion as to the principal causes of present state of unemployment amongst educated classes and (2) to suggest remedial measures. Both the questions are very important and difficult, these being the vexing problems of the day. With regard to the first question, I think the principal cause lies in the present curriculum of the Calcutta University having a tendency of over-production of Arts graduates far in excess for the demand of the public services, to the partial negligence of the needs of the agricultural, technical and scientific professions. Many a student at present cannot get admission into the medical colleges, engineering colleges and other professional colleges. The other cause may be attributed to (1) the want of sufficient information regarding other fields of employment and (2) in many cases, to the economic distress of the class. I do not think that caste prejudice or any other thing prevents any one from accepting an employment, the fact is that number of available vacancies falls far short of the number of suitable candidates.

As regards the second part, I do not think that any satisfactory solution can be offered, except in (1) training the students of the class for agricultural, technical and scientific professions and keeping them well informed of the future possibilities for them. The present system for training in purely Arts courses can be diminished to some extent and new fields of activities may be made open to them.

No. 85, dated Raniganj, the 31st May 1923.

From—DR. BIPIN DEMARY BANNERJEE, Chairman, Raniganj Municipality,

To—The Secretary, Unemployment Committee, Bengal.

With reference to your letter No. 51 U. C., dated the 3rd May 1923, asking opinion regarding unemployment among the educated middle class Bengalis and Anglo-Indians, I have the honour to suggest the following :—

1. The members of the middle class are as a rule averse to occupation entailing manual labour. This is a great drawback. Those belonging to higher castes think it derogatory to their social position to do any manual labour for their maintenance. With change of times and economic distress this state of thing is gradually mending though very slowly. This should be encouraged.

2. The present system of education and training is seriously faulty. It is almost entirely theoretical and subjects are being taught which are of little or no utility in their future occupation. The technical and vocational training should be compulsory in every academic institution and subjects should be taught according to the requirements of different places. This I am of opinion is of vital importance for prevention of unemployment in the future.

3. It is true to a certain extent that absence of information with regard to the different fields of employment is responsible for the guardians sending their wards to a few old chalked lines for education purposes. Further, the financial stringency is one of the few causes for this state of affairs. It is not possible for a majority of the guardians to send up their children for technical education to big centres away from their homes. The Government should help this class by proper subsidising and affording facility to the deserving boys to carry on their vocational training in the country and abroad.

Without State help the matters cannot be remedied. The rigid social custom prevailing in many communities should be relaxed by proper education and this I think is the duty of the heads of the society.

Regarding immediate remedial measures I would suggest that the Government should open up big areas for cultivation and encourage the unemployed young men to take to agriculture, and help them by loans from co-operative banks. Another quite a good field is fishery and also weaving which can afford immediate means for their sustenance. New fields should be opened up in the military and naval lines.

In conclusion I should insist on the authority to remodel the present system of education which instead of being of any help only cram the community with educated young men running about in search of employment in different Government and commercial offices with despondence for want of efficient vocational training.

I am Honorary Secretary to an educational institution and I am quite convinced that the present mode of training with multifarious subjects for study only help to deteriorate the constitution of the boys, the majority of whom become only human wrecks when they pass out of the colleges. The number of subjects should be reduced and only those to be taken up which will be of future service, leaving plenty of time in technical and vocational training. The outlook is very gloomy and this knotty question should be dealt with in the best possible way without delay.

No. 106, dated Rishra, the 31st May 1923.

From—**BAHU BAMANDAS BANNERJEE, M.L.**, Chairman, Rishra-Kon-nagar Municipality,

To—The Magistrate of Hooghly, Chinsurah.

With reference to the printed letter No. 70, dated the 3rd May 1923, from the Secretary, Unemployment Committee, asking for my opinion on or before the 15th June 1923 and your Memo. No. 977-87 J G, dated the 23rd May 1923, for an expression of views by the end of this month, I have the honour to record the following opinion with regard to the middle class educated Bengalis as I have no knowledge or standard with regard to the other Anglo-Indian middle classes. The causes are grouped as desired :—

(i) (a) Superstition or orthodoxy, *e.g.*, untouchability of food and drink that stands in the way of such pursuits and occupations as require food and drink being taken in workshops or places of business with or in the hands of other caste people.

(b) Early marriage in student life, entailing a burden when one leaves the school or college and enters the world.

(c) These with financial condition generally not easy lead to clerkships or similar oft-beaten paths which have thus become over-crowded and blocked.

(ii) The existing system of training and education open to such classes qualifies them for certain general pursuits and well known fields of action, *e.g.*, law, medicines, engineering and the like. The want of a widely spread technical education, a training on business trade and commerce as also in fine arts, compels them to seek employment in the already over-crowded fields stated above.

(iii) As resulting therefrom they are kept back from information as regards pursuits and fields of employment other than what are within their easy reach where they run and flock to.

(iv) The financial state, generally bad, prevents such classes from pursuits of other fields, such as arts, industry and manufacturings in distant lands and places abroad. On completion of education somehow by private tuition, charity and so forth, several of them find it impossible to stick to independent professions till such time that a decent income accrues and in consequence rush to employments which they often find shut for the foregoing reasons in the expectancy of some such as would fetch ready money.

(v) The neglected cultivation and industry occasioned by men attracted to the mills to the neglect of their ancestral callings and assigned works, have also much to do in the congestion.

2. The remedial measures should be such as would at once restore to "field and labour and loom the industry"—

(i) By ceding lands where practicable and supplying the seed, by settling lands where practicable upon terms and supply of seeds at rates somewhat advantageous to the labouring class and by making advances time to time for improvement and encouragement of small industries and arts by the opening of technical institutions in the mufassal.

- (ii) By adoption of some such measures as would disengage and dissociate persons from heterogenous pursuits and call them back to their own indigenous ones so as to gradually open the fields to those against whom these appear now to be shut.
- (iii) By imparting such education and training as would qualify them for service in the Navy, Army and such responsible departments of Government and by admitting such as would be found by strictest scrutiny to be qualified for them.

No. 230, dated Tamluk, the 31st May 1923.

From—BABU NAGENDRA NATH RAY, B.L., Chairman of Tamluk Municipality,

To—The Secretary, Unemployment Committee, Bengal.

With reference to your letter No. 64 U. C., dated the 3rd May 1923, I have the honour to state as follows :—

My answers to the questionnaire annexed to the aforesaid letter are limited to the case of educated Indian middle classes in Bengal, as I had not sufficient opportunity to study the cases of Anglo-Indians.

1. (i) It must be confessed that unemployment amongst the educated middle class Bengalis is to a considerable extent due to their inherent tendency to take life in an easy-going way and looking upon various vocations as rather undignified. As a result there prevails among our educated young men a sort of physical lethargy.

(ii) It must be stated that the present system of training and education open to the members of the middle class Bengalis go to promote the aforesaid tendency and as a result we find hundreds of young men coming out of the University with the only idea of entering legal profession which is already more than over-crowded or entering Government or other services the requirements of which fall far short of the number that are ready and eager to enter the same. These young men had never had an opportunity of getting any sort of vocational education in the correct sense of the term to fit themselves to earn their livelihood in the field of life or in other words their education consists of nothing else than mere book knowledge. After spending their youth, the best part of their life in Colleges at a considerable expense with high hopes for their future career they actually find themselves unable even to earn a respectable livelihood. Among our students and schools men may not be wanting who so far as mere book knowledge is concerned may be equal to many young men of English Universities but with regard to capacity for work in practical life, power of organisation, tenacity of purpose and boldness to undertake risks in an enterprise or in other words in power of self-help, the former cannot stand comparison with the latter.

(iii) Absence of information with regard to sufficient field of employment is also a great want. Here by information I mean detailed information which alone can give the young men the heart to go out for those fields. We find every day young men coming out of the University without any idea as to where to go and what to do in search of employment for earning their livelihood. As a result within a few years of their coming out of the University they lose all the energy left in them and they go about floating without any employment to satisfy their needs far less their ambition.

(iv) The financial state of the majority of the educated middle class Bengalis is unquestionably stringent but I am inclined to think that if they had such training as would prepare them for the pursuits of industries, the question of finance would not be an absolute bar. If early training gives them the capacity and boldness to enter an industrial life and full knowledge of the means and prospects of various industries they can perhaps afford to collect sufficient money to work as limited companies or in the co-operative system.

(v) Another cause and perhaps the most important one is the want of lead in the matter of industrial pursuits. It seems that mere vocational or industrial education will not be sufficient to remove the inherent tendency of which mention has been made above in (i) unless the young men are not only induced by examples and demonstrations but are actually led to take to certain industries.

2. (i) The evil of unemployment has become so widespread and deep-rooted that it is difficult to effect immediate relief but remedial measures should be initiated immediately to do away with the evil as far as possible in near future.

The following remedial measures may be suggested :—

- (a) Encouraging agricultural pursuits by granting lease of lands in Government khas mehals and inducing private zemindars to grant lease of khas lands to educated young men on condition that they would themselves open out farms and helping them in working out the farms on an improved system of agriculture.
- (b) To give in all possible ways the most detailed information about some definite improved system of agriculture and some definite industries with actual demonstrations.
- (c) To show the way and help the young men to form into joint stock or co-operative companies for carrying on small industries which do not require much capital. Government must guarantee that it would patronise these industrial farms by itself purchasing and inducing others to purchase their products. Government by itself may open a few such farms by way of demonstration and gradually hand them over to companies formed by educated young men. For this purpose the Government department for industries and agriculture should be widened and made more practical and officers of the department having expert knowledge should be more easily accessible.
- (d) Wider opportunities should be given to fit educated young men to work as apprentices in various commercial, industrial and booking concerns.

(ii) and (iii) As regards remedial measures the consideration of (ii) and (iii) may be taken together.

To stop the aggravation of the present state of unemployment and to prevent the same in future, the present system of education and training should be most thoroughly altered. In the present system boys go on with mere cramming and book knowledge. Their study is for the examination and their examination is not for their studies. Vocational education and training for practical work should be the object of education and the system of education should be such as would turn out young men with more capacity for practical work, more hardy and bold to undertake

enterprises and with more knowledge of practical ways and means. Of course, I do not mean to completely do away with the high cultural education but what I do mean, is that high cultural education should be open to the minority of students possessed of higher sort of merit and intelligence. The path of vocational education should be made widely open to ordinary students and every opportunity should be given to them to earn such practical knowledge as would be useful to them in future. Every attempt should be made to develop in these boys' capacity and knowledge for entering and carrying on industrial and improved agricultural concerns by joint endeavours. For this purpose education up to the Matriculation standard and passing of the Matriculation Examination should be allowed to remain rather easy with considerably remodelling of the subject of studies. But after that the standard of cultural education should be made higher and strict.

Summary.—To summarise, all the troubles of educated middle class Bengalis arise out of two causes—

- (i) Their lethargic habit and inherent tendency to lead a life of ease and not a life of enterprise and adventure and the education that they get rather helps to promote this tendency without developing in them capacity for practical work and undergo hardship.
- (ii) Their present education gives them enough of book knowledge to raise in them high aspiration without corresponding capacity for practical work and following industrial pursuits.

This state of things must be put an end to and boys must be trained to lead a life of self-help and hardship.

Every effort should be made to give them such education as would develop in them the capacity for work and following industrial and agricultural pursuits and Government should give these young men the lead by means of the most detailed informations and demonstrations and help them in all possible ways to make their new life a success.

No. 1200 G., dated Berhampore, the 1st June 1923.

From—W. S. ADIE, Esq., I.C.S., Collector, Berhampore,

To—The Secretary, Unemployment Committee, Bengal.

With reference to your letter No. 193-U. C., dated the 4th May 1923, I have the honour to note my views on the following points mentioned in the questions annexed thereto.

2. The principal causes of the present state of unemployment among the educated middle class Bengalis are (a) aversion to manual labour, (b) lack of enterprise, (c) want of capital. In the earlier "Eighties" when people generally lived in the villages with few luxuries and depended mostly on agriculture, when the pressure of population on the means of subsistence had not been so acute as to raise the prices, the Bengalis were the first to take advantage of the English education which gave them ready employment in the various offices of Government, mercantile firms, educational institutions and the Law courts. With their inventive faculties badly sterilized and the spirit of adventure and enterprise poorly stimulated, the educated Bengali

Bhadralek found in these employments a lucrative situation which opened the eyes of other castes and people outside the province of Bengal. The latter were not slow to follow in the wake of the former until the most popular form of education in the Calcutta University culminated in the production of more graduates and under-graduates than the country could provide for. Several failures of Bengali joint stock enterprise discouraged capitalists in giving the educated Bengalis the necessary sinews of war for a proper training in commerce. The present situation in respect of unemployment in the case of Bengalis is the result of an one-sided development. That the unemployment question has not been so acute till now among the Bengalis is largely due to the joint family system. But with the spread of western ideas and rise in prices, the system is falling into decay.

3. The Anglo-Indian is not lacking in the spirit for enterprise but he is hampered for lack of capital and want of proper training. He is not averse to manual labour but his habits and mode of life render him unfit for it in a hot country like Bengal. His living wage deters him from accepting posts on smaller pay or from competing with the Indian in agriculture. The European community, the other employers of clerical labour and the Government, finding the middle class educated Bengali a much cheaper agency by which their work could be managed, did not care for an Anglo-Indian. The European merchant princes of Calcutta when in need of a European Agency, would prefer a pure European from home. Added to this, the large number of *ex-service* men who have deservedly aroused the sympathy of the Britisher, has yet further removed the Anglo-Indian from securing such jobs as they would get before the war. The great European War has accentuated the cause of unemployment in the case of the Anglo-Indian.

4. I am unable to suggest any measure for the immediate relief of the unemployed of the above classes. The unemployment question has led people in some countries to find a solution of the problem in communism or socialism but the results have been of a most unsatisfactory nature. I do not propose to discuss here the Malthusian Law of propagation but it is a theory which has a great bearing on the subject under discussion. Economic laws will eventually open out the eyes of the people to the evils of early marriage or marriage before one is able to properly maintain one's family.

5. Looking at the causes of unemployment mentioned above, the remedies, in my opinion, lie in the following:—

- (a) Training and education in manual labour and enterprise.
- (b) Finding capital.
- (c) A system of co-ordination of labour and capital as would promote the growth of joint-stock companies.

In or about the year 1908, Sir Daniel Hamilton (now Lord Inchcape) outlined a scheme of colonization on his lands in the Sundarbans for the needy educated middle class Bengalis. The scheme was not successful. It may, however, be examined and given another trial with such modifications as it may require. A similar scheme of colonization for Anglo-Indians was started by Col. White near Bangalore. The failure of this Colony was found to be due to the Anglo-Indians' costlier mode of living on account of which he was unable to compete with the natives in agriculture. Subconscious egoism as having descended from a European stock renders him unfit for many kinds of work. He must be trained in

such a way that he may learn to compete with the Indian. There is still plenty of land available in Assam and other parts of India. Systems of colonization for Bengalis and Anglo-Indians in countries suited to their constitution and on work suited to their temperament and habit, are required to be worked out. Technical education, vocational training and facilities for emigration should be encouraged in preference to the pure academical course prescribed by the Calcutta University. These will in course of time prevent an aggravation of the present state. But so long as capital is not forthcoming to help those who mean to do honest work and raise industrial concerns, the prevention of a state of unemployment cannot be hoped for.

Dated Calcutta, the 3rd June 1923.

From—A. E. CLARKE, Esq., Principal, Armenian College,

To—The Secretary, Unemployment Committee, Bengal.

In reply to your No. 441, dated the 5th May 1923, I cannot claim to have "studied" the question but I venture to give briefly my impressions which amount to practically convictions after 30 years in this country spent as a School-master amongst Anglo-Indians and Indians.

1. In the case of Indians caste prejudices and unbalanced ambition, in the case of Anglo-Indians false pride and lack of grit, and initiative.

2. The present system of education instead of being vocational and practical turns out successive series of youths with meagre and ill-digested information.

3. Those who exert themselves can fairly easily get information as to avenues of employment.

4. A good deal of the present situation as regards Anglo-Indians and Indians is due to improvidence and assimilation of extravagant ideas as to the necessary standard of living.

5. Climatic influence.

No 1997-M., dated Comilla, the 30th May 1923.

From—J. D. V. HONGE, Esq., I.C.S., District Magistrate of Tippera,

To—The Secretary, Unemployment Committee, Bengal.

In reply to your letter No. 201 U. C., of the 4th instant, I have the honour to state below my opinion on the points raised in your letter, as far as concerns the Bengali middle class. I have had no opportunity of forming an opinion on the conditions of the Anglo-Indian community.

1. **Causes of unemployment.**—(i) *Inherent*.—I am inclined to think that the chief causes come under this head.

There is in the first place the dislike of manual labour, and the idea that methods of earning a living other than in one of the professions are derogatory. This idea stands in the way of practical training of various kinds and apprenticeship to industries. I believe, however, that the idea has already lost much of its power and will before long have disappeared.

More important is lack of initiative. The need for a wider choice of livelihoods is everywhere felt, but the tendency is to look to Government to find a remedy. The business that in other countries provide so large a proportion of the population with their living were started as private enterprises. An improvement will come as soon as the members of the middle class begin to come forward and devise fresh means of livelihood for themselves.

(ii) *Resulting from the existing system of training and education.*—The unsatisfactory character of the present educational methods is so universally admitted that it is unnecessary to state in detail in what respects it is unsatisfactory. The principal defect is, in my view, the unduly high proportion of school students who go on to the University. In England the Universities are, speaking roughly, for those who have decided to follow one of certain special courses, generally leading to one of the professions, and for those who are in no hurry to start earning their living. The majority of those who are going to earn their living by means of commerce or industry start practical training in offices, etc., at the university age. In India the University appears to be considered a normal continuation of school for all that can afford it—and the universities are very cheap and at the end of the course they find themselves getting on in age and unfitted for any way of life but one of the overcrowded and frequently ill-paid professions.

(iii) *Absence of information.*—I am inclined to think it is not so much absence of information as to fields of employment as absence at present of the fields themselves. Many of the principal avenues of employment to the British middle class, e.g., the Army, Mercantile Marine, civil services abroad and colonial openings are inevitably lacking to the Bengali, and are unlikely to be available in the near future.

(iv) *Financial causes*—There is no doubt that the majority of the middle classes are badly off, largely as a result of their devotion to professional life. Given more initiative and mutual confidence the situation could be met by the formation of companies and joint-stock enterprises.

2. (i) I am afraid I cannot suggest any means of immediate relief.

(ii) and (iii) The chief means of prevention of unemployment in the future will be the absorption of the people in commerce and industry. Before this can save the situation the inherent causes of unemployment must be overcome. This process has, I think, already begun; there is already less conservatism in the matter of choosing employment. Government can assist the tendency by arranging facilities for practical training, not only in medical and other technical schools, but, and this is more important, in banks, firms, factories, etc.

No. 50-Mis./G., dated Calcutta, the 1st June 1923.

From—K. C. DE, Esq., C.I.E., I.C.S., M.L.C., Commissioner of the Presidency Division,

To—The Secretary, Unemployment Committee, Bengal.

I have the honour to reply to your letter No. 213 U.C., dated the 4th May 1923, and enclosure, regarding the problem of unemployment among the educated middle classes in Bengal.

1. In my opinion the causes of the present state of unemployment may be grouped as follows:—

(i) Extreme conservatism and the lack of a spirit of enterprise inherent in the members of the Bengali *Bhadralok* class make them move along the beaten track with the result that they invariably put their children in training for the general University career without a thought as to the aptitude of the boy or the prospects of his future employment.

(ii) The present system of University education aims at imparting the same kind of literary culture to all its *alumni*. No attempt is made to train them in practical commerce or industry and there is no link between the school and an industrial career. The standard of the general University education is also not sufficiently high or costly with the result that parents of the agricultural or menial classes find it easy to have secondary education imparted to their children. This makes the latter think that they are above the vocation followed by their forefathers and serves to swell the number of the educated seekers after employment.

(iii) The absence of information as to any but a few well known fields of employment makes the guardians educate their wards for these employments only with the result that the number of claimants for the appointments whose number is limited becomes too numerous.

(iv) The members of the Bengali *Bhadralok* community and also the Anglo-Indian community are mostly poor and consequently unable to undertake or invest in any industrial enterprise or to send their children away for technical education. Those of them that are in affluent circumstances generally either fatter away their wealth or hoard them instead of investing them.

(v) Of the other causes that have aggravated the situation the principal one is the present general depression in trade which has thrown many persons employed in mercantile and other offices out of employment.

The drift of the village population to the town has also served to make the unemployment situation more acute. Middle class unemployment, as is well-known, is more in evidence in the town than in the mufassal.

2. As regards remedial measures it is difficult to suggest any panacea for the immediate cure of the evil. A few suggestions for alleviating the situation are however noted below:—

The first and foremost remedy that suggests itself is the improvement of agriculture and development of the industries to meet the home demand for the present and for export ultimately. This will provide employment both for the educated and the labour class and at the same time, increasing the prosperity of the people improve the market for home manufacture. The principal difficulty, however, that stands in the way is the poverty of the nation. But poor though the nation is I am inclined to think that it has not invested an adequate proportion of its wealth in industries. What is necessary therefore is the organisation of the industries on up-to-date lines and under efficient management. Such as will attract the investment in them of wealth that is lying idle. On the agricultural side much improvement might be effected by the utilization of the large surplus of unused and partially used lands in the country. For this purpose also, capital is necessary. It is required that the State and the private individuals so far as their funds permit and co-operative societies should come forward with capitals which may be advanced in the form of loans on reasonable interest to

young men of the educated middle classes who may be willing to take to cottage industries, and in this direction the development of industrial co-operative societies as distinct from agricultural societies will be of considerable help.

As stated above the rapid increase that is taking place in the number of the members of educated class has made the unemployment situation more acute. Any measure, therefore, that tends to check this increase will also be a factor making for diminution in the volume of unemployment. To this end I would suggest that the standard of the general University education should be so raised as to be capable of attainment by only a limited number of students. For the rest the University should open departments for industrial, technological and vocational training and provide a variety of channels for the school education to flow in. Greater facilities may also be provided for the study of medicine. If the larger number of physicians thus turned out be encouraged by means of subsidies, etc., granted by District Boards, Union Boards or Co-operative Societies like the Anti-Malarial Co-operative Societies, to settle and practise in the mufassal it will not only serve to relieve the unemployment but also provide for medical aid in the villages where such aid at present is difficult to get.

A Bureau of intelligence with reference to the subject of employment may be opened with advantage with a view to help the parents in deciding on the course of education to be followed by their children and to supply them with information regarding the different avenues of employment open to the latter.

Dated Calcutta, the 28th May 1923.

From—BABU PRAKASH CHANDRA SARKAR, LL.B., M.R.A.S., Secretary,
Bangiya Mahishya Samity,

To—The Secretary, Unemployment Committee, Bengal.

The Bengal Mahishya Association, Calcutta

On behalf of the above Association representing not less than 24 lakhs of his Gracious Majesty's peaceful and loyal subjects of the above community of Bengal, Behar Orissa and Assam, forming the backbone of the peasantry, agricultural classes, labourers and artisans of those provinces, I beg to submit this brief solution of the above most important economic question that is taking the keenest attention of the present day economists and administrators, all over the world not to say of India alone.

The first questions that arise in one's mind are what is the origin and root cause of this present day unemployment of all classes of people, especially the middle classes and workmen? Did such a state of things ever exist in the traditions of ancient or mediæval history of India? and how to remove these?

Before I enter into a brief reply of the above questions, it will be necessary to recapitulate the previous economic history of the country from the pages of ancient Indian history. Agrarian discontent brought

about by highhandedness of ruling powers in times present and by-gones, there have been in various periods of history both Indian and Muhammadan and they have been as many times suppressed by the ruling power. We get its first glimpse in the titanic wars of pre-Aryan India between the Aryans (Devas) and the non-Aryans (Asuras). There have been many such wars and these have been tactfully compromised and suppressed by the superior intellects of the conquering and all dominating Aryans. In the Buddhist Era, during the ascendancy of the Palas of Bengal on the throne of Magadh in the time of Maharaj Mahipal Deba the II when the Barendri revolted under the popular chieftain Dibhoyok and after him Bhim and Reedock to throw off the king's yoke in Eastern Pala Kingdom in the 9th and 10th century of the Christian Era. The cause of this revolt may be traced in the unequal treatment of the king's subjects, want of law, justice and order, as now, in the land; but the said calamity was overcome after many years of perseverance and labour of the king by organizing and regaining his lost power by the help and co-operation of the then Indian feudal barons and lesser chiefs. There was dislocation of trade and commerce and stoppage of inter-country communication, agriculture fell off and the misery of the people knew no bounds but the normal state of things was restored by the diplomatic measures of the king's ministers and alliances; and plenipotentiaries and ambassadors were sent to foreign courts in Conjeveram, Kashmir, Bidar, Sind and Surat to quote alliances, help and support to regain a lost kingdom and wrest it from the hands of the rampant democracy. India has been the land of historical dramas, wherein the acts of English and Muhammadan historical incidents have been enacted thousands of years before the English came here. The secret imprisonment of a rival brother or a rival nephew for the throne, or the secret slaughter of a royal king for his throne by his nephew or brother or son long long years before Aurangzebe or Richard II, find their coincidence in the pages of Buddhist India. The cause of Dibok's revolt, fostered by the popular assemblies of the country was mainly the decay of agriculture, high land taxes and loss of justice, as I have said before; and the situation was saved after many years of war and devastation by the king's able ministers of the family of Gurab.

The next incident of note was in the reign of Emperor Akbar the Great. The cause of discontent was of a social and local nature and Akbar saved the situation by overthrowing the yoke of Khan Baba Bairam, the teacher. What convulsed Bengal in those ancient days was the political dislocation of the country in the time of Ballal Sen, when the king felt his treasury dried up by foreign wars, the country distracted by unemployment brought about by his oppressive and tyrannical rule of community over community, unequal distribution of justice, estrangement of the mercantile and commercial communities of the day from having any sympathy with the king or his court and strike amongst the labourers. This was solved by establishing trade guilds, just as they have in England now, in some trades and professions, originally having been started in feudal and post-feudal times to protect the infant industries of the country. These sorts of institutions were in long long by-gone times experimented in Indian times and were found suitable to the country and adopted by the king's command and given the more sanction for observance by engrafting these institutions upon religious standpoints. The Moslem rule of more than thousand years did not sweep these ancient traditions and institutions away; they built and

improved upon these and the result was a prosperous and commercial India under the Moslem rule. India was a self-contained country and that was the secret of her internal prosperity. The sea-going crafts of the Indies, bartered her commodities of spice, silks, tobacco, grains, and eastern curios in the marts of Cairo, Venice, Byzantium and Greece. The ancient Indian rulers—either the Debas, or Asuras, the Buddhist Emperors of the Pal and Sen kings of Northern India or the governors or independent kings of Orissa, or Deccan, Dravidian Country, never lost sight of the agriculture of the land and the foodstuffs and irrigation. The country was never miserable and starving as now; and what was the cause of this? The country was governed than by the king as the head of the administration with the advice of his cabinet ministers and popular assemblies. The country was prosperous, contented and peaceful.

Conditions have changed considerably since the advent of the British rule—a foreign rule, a rule of a vast alien country with its headquarters in a body of men selected and elected by a foreign people and foreign king who have no similarity of interest with the people governed and the people have no opportunity to have their grievances heard by a king who rules us by the sufferance of a number of national representatives, by a series of rules and laws, not suited in many respects to the land or its inhabitants. The British nation came into the land as traders and merchants by the grace of the Providence and became the rulers of the land. It was a good thing for us—who were quite helpless at the time. But England has not redeemed the pledge entrusted to her. She has bled India white and gave her very little in return in her rule of more than 150 years. This I shall deal in brief in the next few pages before I proceed further.

The present system of English education has brought in more evil than good in many ways. It has been mainly clerk, pleader, doctor and engineer producing machinery which have flooded the country in so vast numbers during the last 70 or 80 years, without creating, a countervailing number of posts in the public and private services, that has made the employment question the more keener. Our present day Varsity Education has multiplied service-seekers in geometrical progression, without creating an equal number of posts; again, the Varsity passed students who number amongst them, members not only from the favoured classes of Brahmins, Kayesthas and Vaidyas, but from the other communities as well. Government has done great wrong administratively and politically in favouring and giving preference in the services to the three above communities and in neglecting the just and legible claims of the other agricultural and laborite classes. It is the lazy idlers of these upper three classes, who form the majority of the unemployed in the country and who clamour to spread disaffection and discontent amongst the masses as well and these latter have also become unemployed and discontented of late on account of the suicidal policy of the Government which I point out later on. The Agricultural Department is a pet white elephant thrust upon the poor and highly taxed Indian rate-payer. It has done no good to the country, though the cost of its upkeep has been prohibitive. It cherishes fosters and maintains lazy useless drones, who draw fourfold *charge allowances*, while the claims of really deserving candidates are set back and shelved in. For this reason, an open letter to Lord Ronaldshay was addressed which saw light in the *Englishman* of the 18th May 1920 and A. B. Patrica of the 19th and 21st May 1920. This created a tempest in the Government

circles and after a short time everything was calmed down. But the real cause of grievance was never enquired into or disrooted. In such a vast administration, any patch work will be of little avail, again the eyes of the educated men have been opened and these work mischief amongst the illiterate masses; again, the masses are very keenly feeling the pinch of poverty and why? Because, the system of education inculcated by the Government has been to sweep away the ancient trade and caste guilds, without ensuring any means for livelihood of these misdirected members of these guilds, which in olden times kept within their own bounds by their internal organization and very nature of their constitutions. You have broken these and now both the Government and the people are feeling its bad consequences. The bureaucracy is benighted. Under the present changed conditions of India, it cannot "divide and rule". The fetish of British prestige is now broken, by the acts and bad policy of the Government itself. The rulers have drained the country to its utmost. (See the *Servant* of the 24th June 1922); the Government has kept up and maintained certain pet white elephants in high posts, departments in Government, and useless administrations which even the Inchcape axe could not eliminate, and this, at the cost of neglecting other useful and more important matters. In England, France, Denmark, and America, agricultural education in right lines, so as to be useful to the masses, is imparted at the cost of Government and the Agricultural Department by the best man versed in agriculture and useful propaganda work. But in this country, the head of the department especially in Bengal, not to say of other provinces, is graced by a man who has never seen of agriculture in his life and is quite innocent of it. The man at the *Imperial head* is a man like myself belonging to the legal profession and has got that prize post simply, as the country understands, for defending a late satrap in the open session of the Indian National Congress. What personal claims *per se* has he to the post of the Agricultural Minister to the Government of India? Pardon me, Sir, for my outspokenness, I am bound to say, member of the bar or of the legal profession are not extraordinary and wonderful beings or animals to do, know, manage and dominate all acts social, legal, administrative, sanitary, fiscal in a country. It may be possible in a country like the civilized Europe, where the training of people is quite otherwise and different from what it is in India. It is impossible in India, under its present circumstances. The continual drain of India, has accelerated the unemployment crisis, and it has been fostered by the bad system of education, now prevailing, the avenues of agriculture, technical and technological education, training commercial and on trade lines have never been the look-out of our Government and our own misled and benighted men and students. Since 1900, my association has been impressing upon the Government by various representations and memorials the early need of introducing agricultural and technical education in the lower and upper primary schools and colleges of the country but these have been shelved. The rising aspirations of a rising and advancing nation, kindled by the beneficent early system of English education have been suppressed and throttled to death by the rulers either at Whitehall or Simla. This cannot last long. It must find out its solution somehow or other in one way or other.

You have shut out our agricultural and commercial lines, given us a sort of education to make clerks, pleaders and unproductive labourers; you have created in us a false self-respect and dignity of education, made

us luxurious and selfish; your posts are limited. What could there be in such a state of things but discontent and unemployment and what is the goal of this? If the Government does not mend it soon, advance our agriculture, give us that training as advocated in our vernacular periodicals like *Krishak*, *Mahishya Samaj Karmi*, *Samaya* and *Basumati*, worst state of things will happen in India, I apprehend and the drama of Russia will be enacted, ere long, on the soils of India, when the monied landholders' classes will, with the present system of bureaucratic government, be swept away, for history repeats itself. It is not the fault of the Government alone, it is the fault of ourselves also; but the Government—a civilized Government under which we live and the best foreign Government we can dream of even for India, ought to have steered us clear of eddies and sand banks in politics and economics. England took India, in trust, as her best politicians have said in Parliament. If India is poor, and starving, it is the act of England, if she is sucked of her life blood by other white nations of the world, it is the indulgence of England, if the country is seething in discontent, it is the result of the short-sighted policy of her statesmen, in not hearing the grievances of the ruled and in unequal distribution of law and justice. I am not a man of politics, neither have my vast constituency of agriculturist Mahishya farmers of 24 lakhs of Bengal any connection with present day misguided politics. It has never been our province to plunge in fruitless politics and deluge the country with wrong propaganda leading to ruin and Bolshevism. It is the economic side of the question that has brought about the present discontents and world-wide unemployment. How to cope it. In our previous memorials and representations, to the Imperial and local Governments and to the Rt. Hon'ble Secretary of State, if you turn to them, from the Government offices, you find that the note of warning to the present state of things coming, was given and sounded by my Association first more than 22 or 23 years before, but no heed was taken of our suggestions. You find our suggestions in the report of the University Commission of Sir M. Sadler; you find it in the papers of the Incheape, Reforms and Foodstuff Committees. World-wide strikes were a prelude to the present day after-war trade slump. All Bengal labourite and agriculturists' strikes once happened before in the Moslem regime in the times of Governor Shaishta Khan, the great tyrant Moslem satrap of Bengal, but what did he do then? With the aid of his best and trusted minister Dewan Bahadur Jaswant Rai of Dacca, he stopped cattle slaughter for a period of five years, as had been done in England, in respect to calf slaughter in 1915, and issued a mandate to all farmers, to cultivate and grow as much foodstuffs as they can for which a year's revenues will be remitted. This was done and in that particular year or years not a space or footsteps of Bengal lands, remained fallow. The crisis was averted. No irrigation charges were levied. Our rulers must do that sort of thing now for India and all people ought to co-operate.

India was and is a self-contained country. The "forward policy" has been a source of great waste of Indian tax-payers' money these last 40 years or more of British rule. In spite of repeated warnings and denouncements of British Ministers, the "forward policy" has been doggedly pursued, bringing about vast military outlay, uncalled for tribal wars, fruitless military expeditions. The money which could be very well spent in local lines—in improvements of sanitation, education; etc., is swallowed away by the fetish of a ruinous "forward policy" which has brought about not only ruinous frontier wars and tribal

attacks on British territory, within the ken of Indian politics, but, created a gradual loss of Indian and side by side, of British prestige. How many million pounds of money have been spent these 60 or 50 years to punish raiders and redeem the outrages on Indian and English ladies from the deficit Indian Exchequer? Could not this money be very conveniently applied to Inter-Indian development? Again, what a large amount of poor Indian money has been lost and is being squandered away in the avaricious projects of the British cabinet in the military muddle in the middle east, in Persia, Mesopotamia and Egypt? Who is responsible for all these? India has more or less paid for these and she has been unequally treated either in the pre-war days, in the war days and even in these post-war days. Unequal treatment is the root cause of all political discontent and this has been fanned by unequal distribution of civil justice in the British law courts. The founders of this vast fabric of the British Empire based the stability of their Empire on British justice and now, it is no longer the case. Your law courts have considerably deteriorated for, the independence of the legal line has been made subservient to the executive; and again, the judicial services are recruited from the fourth and fifth class lawyers of the country who are but failures at the bar or the legal profession. I am quite against political agitation, but if true facts are placed before our rulers in a good and sympathetic light I am sure they are bound to lend their ears to our grievances. If they deny this, they bring on mischief both upon themselves and upon the people of the country they rule. They did this in the colonies of America about 150 years before, they have suffered loss, they have pursued the same policy in Ireland and the country is torn asunder, is not the situation grave and causing anxiety both to the King, his ministers and the Irish people? Therefore, as an economist and leader and representative of the Mahishya farmers and agriculturists of Bengal, I would suggest to our rulers, that before the mischief is created and wrong ideas permeate into the ranks of the dumb masses by the enemies of the country. Conciliate India, look to the masses with kindness and compunction, take them into your confidence through their caste-guilds, and remove their deep-rooted grievances, educate them in such lines, as they stand in need of, do not pitch caste against caste, community against community and rule for the fallacy of the policy of "divide and rule" will not work here again smoothly, as it did before, for India was then in the dark, and now her eyes have been opened, by various causes. British interests no doubt clash in certain instances against the Indian interest; but selfish motives of national aggrandizement, must have to be forsaken in the interest of humanity and the millions of "blocks" of India's subjects.

I have placed all facts before the committee and I next come to the economic side of this vast problem that has been placed before us. Agriculture has been stifled, agricultural education, as it ought to be in the country, in right lines, there is not, and neither does the Government care for it, the administration of justice is not impartial and chaste, the aspirations of the masses, kindled by English education, are put down by a high-handed bureaucracy and are neglected, vast exports of foodstuffs to foreign countries, to feed the rulers and other nations in alliance with England, unequal distribution of public services by official favouritism, are mainly amongst thousand others the causes of the present discontents and these have been fostered by the King's enemies and country's foes.

India is and always was a self-contained country and the military policy of the ancient Indians their modes of country's defences against

outside enemies and foreign attacks and their frontiers were always guarded by the heads of maths and pilgrimages, that studded the four boundaries of India from sea to sea and hill to hill, like so many secret watch towers. Our rulers forgot this, actuated by their greed for more land and money; and the "forward policy" of India, begun by Lord Mayo and supported by Lord Beaconsfield has been the evil of all waste of the country's money, since then, though the whole policy was denounced in the both houses of Parliament, as the proceedings of that august assembly and the reports of Hansard shew.

I do not for even a moment blame our benign Government for the present day political cases or trials of miscreants in the way they are being treated, for it is quite within the province of the ruling power to deal with such cases in the interests of public peace and tranquility, as best as they may think proper to maintain law, order and justice. But, it is also the prime look-out of the Government to see that discontent may not spread from the few unemployed educated to the masses. That is dangerous. Brute force cannot wipe it out. Persuasion, good treatment and sympathy and gradual disrooting the root causes that led to these are the chief medicines of cure, that have to be applied by and bye.

Then again, in these democratic days, the Government has left the agricultural masses quite at the mercy of a few handful of powerful landlords, who oppress over the poor farmers, labourers and agriculturists as best as they can. Though some of these landlords may be innocent of such blame personally, the oppression of their servants, amlas and naibs, in turn, casts the blame upon their shoulders. The Government has become weak, it dares not displease the strong and powerful body of Indian landlords, the case is quite what I say, especially in Bengal. The paramount power has reserved clauses in old regulations and laws, to protect the raiats, farmers, independent taluqdars, etc., from the aggressions of the body of tax collectors, called zemindars, the creation of the British Raj, but the Government does not really fulfil its pledge to the people. The whole system of Indian administration from beginning to the present day, has been, as one of the best politicians of the last decade, said in open Parliament, "an administration based upon words, an administration of false hopes, promises and breach of solemn promises".

The present system of landlords, the recent survey and settlement operations, brought into the country, against the wishes either of the landlords or of the agriculturists and raiats, and the rack-rent system have all combined to create anomalies, which no legal lore or acumen, however sound, can cure. The original permanent settlement was made in 1793, with a few landlords, overlooking the inchoate rights and privileges of the tillers of the soil who had direct touch with it, in order to secure safety of the company's revenues. That made the situation very very insecure and anomalous. Subsequent legislations never tried to remedy or remove the evils unsuspectingly committed. It was not till the passing of the Rent Act VIII of 1885, that the raiats got some sort of status in the lands they cultivate. Any mode of shuffling the responsibility or throwing dust into the eyes of the cultivator classes or the tax-collecting landlords will not improve the situation. The Select Committee's report to the Act of 1885 and the speech of Sir Richard Garth has placed all facts and figures before the public gaze. That impartial Chief Justice of Bengal, was quite against the policy of engrafting western ideas of tenancy and cottager system of rack-renting in Indian soil. That system has brought about the ruin of present day Irish peasantry, and the experimenting of that system in Indian fiscal system is

thrusting the illiterate, unrepresented, helpless Indian peasantry to Bolshevik outbursts, which may, if not cured in time, sweep away law and order and upper classes of landlords and middlemen, just as has been the case in modern Russia. It is the natural outcome of a state of things, unknowingly brought about by the people themselves, the system of education they pursue, the mode of life they live, and by the unstatesmanlike policy of a bureaucratic government, blind after selfish motives of self-aggrandizement at the cost of grinding a helpless nation!!!

As I have said before, continual disregard of popular voices and aspirations, total disregard of the public grievances, either social, religious or political, and unequal treatment of the King's subjects by making distinction between white and black and above all, continual economic drain of the country, amongst others by the indiscriminate slaughter of milch cows and store and plough oxen, in the screening of bad acts in the name of religion, have brought about a distrust in the machinery of Government, a sigh of despair in the hearts of the masses, which no legislation can disroot. It is bound to take its inevitable course; but the crisis can be to some extent alleviated if the Government sits down with a cool head to remove these popular grievances. The top-heavy administration must have to be cut down within bounds. A keener Inchcape axe is further needed. Big costly administration like Patna, Assam or C. P. ought to be eliminated by a fresh mandate from Buckingham Palace, the seat of the Imperial Agricultural Minister must be in a central place, and the posts must combine in it, irrigation, fishery and sister departments as they have in England under the Board of Agrif, and in France, America and Denmark. The Agricultural Minister must be a qualified man in the lines of the above branches and must come from the agricultural classes of India. British interest shall have to be relaxed in favour of all-India and national interests to a certain extent. I may here again impress upon you that an early amelioration of the land laws, in the lines of the present day objections of the country, to the *draft rent Bill*, is much needed. Any legislation ought not to be hurried in the Council, these days.

The last but not the least, important matter that calls our attention in this respect is an early amelioration of the much vexed cow question of India, not to say of Bengal alone. As I have said before, many a time indiscriminate slaughter of prime cows, continual and systematic export of India's best cattle and milch cows to foreign countries, causing a continual economic drain and crippling the unprogressive and decaying agriculture of the country, continual encroachment upon the ancient pastures of the country, which is nobody's land and which the Government even, has no right to levy taxes and assess revenues upon, repeated disregard of the popular voices and sanctioning the Government party's *zid* by certificates and Government vetoes, disregard of the paramount power to protect the helpless raiyats, tenants, farmers and independent taluqdars and their rights under Regulation I of 1793, Sec. 8, Art. 7, Cl. I, not giving to the country a Pasture and Bull Act as they have in England and America, inspite of the country's demands and as appeared in the *Servant* of 22nd June and 2nd July 1921, wilful veto and disregard of the Municipal Council resolutions as to prime cow slaughter, total disallowance of discussion on the cow question, cow slaughter and *phooka*, etc., by local and Imperial Governments, have jointly tended to cause discontents in the country and the same have been intensified by the growing unemployment of the middle classes.

The cause of the unemployment can be traced to the reasons I have stated above. The present system of Varsity education, which is devoid of all practical training either in the workshop, factories and the field, want of vocational training in the schools and colleges, total neglect of practical agricultural training in western lines in our primary schools and colleges, want of propaganda work in these lines, either by local bodies, agricultural and educational departments have made the situation worse than ever. Education on squares and cubes which give no immediate means of livelihood to the Indian student, reading the works of English poets, men of letters, scientists, politicians have kindled a false hope of learning and selfishness in the minds of our students, made them physically and mentally weak with no future hopes of earning money have made the Indian students more selfish, weak in physiques, indolent and lazy and discontented. I have depicted all in my previous pages.

How to remove these states of things is our main and foremost lookout. We all in a body say that this state of things shall have to be changed soon or else worse results may follow and develop. The land laws shall have to be very soon ameliorated, the rack-rent system initiated by the latest survey and settlement operations shall have to be relaxed. The raiyats must have to be given more rights in the soil they till in some important matters, and at the same time the rights and privileges of the landlords and Indian nobility must not be curtailed, the irrigation of lands must always remain in the hands of the zemindars, as has always been the case. I have stated before and again say that the unemployment problem shall be solved to a great extent if agricultural and practical technical system of education are introduced into the country in right lines. Students and their guardians ought to be induced to send their sons and wards to select their own lines after upper Primary or Matriculation examinations; students must go to the plough. Agricultural training must be technical and practical both combined as they have in America. They have the best system of agricultural education in the world. India and especially Bengal being an exclusively agricultural country must have this system introduced in this province with local adaptations, as they have in America. By agriculture I do not mean running the plough and grow grains, oil seeds, foodstuffs and vegetables, but agriculture in all its branches, *viz.*, cattle farming (sheep, goat and dairy farming, horse breeding, ass-breeding, raising dairy cow and plough oxen and beef-cattle raising) poultry culture, bee culture, milk trade (in all its branches), pig farming, vegetable gardening, sericulture, pisciculture, wet farming, dry farming, manures and manuring, preparing fertilizers, using labour-saving farm implements, cotton growing, wheat growing etc., etc., must have to be taught in lessor and higher schools and practical demonstrations to be given in open fields under reliable Indian farmers or Government experimental stations. The present system of agricultural training has been a total failure because the whole system is based upon humbug, the department is manned by official favoritism wholly and the result of this has been an influx of worthless lazy drones, who know nothing of agriculture, but have got rich service-berths and such men are screened by the weak bureaucratic government !!! The country wants just that sort of education now as we have stated and placed before the Government in our various memorials; and also published in some of the vernacular journals like *Krishak* and *Mahishya Samaj*, references of which can be supplied when required. This agricultural education must be under the University and agricultural books in

English as well as in vernacular must have to be introduced in lower primary, upper primary and Matric curricula. After Matric this shall be more academic and practical as they have in higher schools in Agriculture in Germany or Scandinavia and Denmark. Agricultural education sought to be introduced in Chinsurah, Dacca, Burdwan, Rajshahi and Murshidabad schools in Bengal by the Agricultural Minister will be of no practical purpose and will entail sheer loss of public money and energy. This has been very ably criticised in the *Mahishya Samaj* of Jaystha 1329 B. S., and *Basumati*, *Hitabadi*, *Krishak* and other papers. There ought to be a system of travelling agricultural lectureships on the above subjects, viz., dairy farming, poultry culture, fish culture, rice culture, cotton growing, fruit culture, wheat growing, pastures, and pasturages, cattle breeding, sheep raising, horse breeding, onion culture, mango raising, bee culture, milk trade, milk testing, clean and sanitary milk raising in towns and suburbs, cow-keeping, manures and manuring, milch goat raising, irrigation, plant propagation, jackass raising, pig farming, flori-culture, cowpea culture, ground-nut culture, etc., etc., and allied subjects, in vernacular to be delivered in agricultural centres, like extension lectureships in Denmark, America, Germany and England. The University must encourage teaching and lectureships in these subjects. Lectureships must have to be filled up by qualified men, come of the agricultural classes of the land, so that these can disseminate scientific principles amongst the actual farmers and cultivators in their own languages with such local adaptations as may be necessary. For this there ought to be a large number of technical hand books on the above subjects in vernacular to be introduced in lower and higher schools and colleges, as early as possible. In England, America, France and Germany there are hundreds and hundreds of such books, but there are very few, nay none in the Bengali literature. The country is flooded over with works of fiction—good, bad, indifferent trash, but not a single complete book on technical subjects like poultry, fish, dairy, bee or the like can be found. Books like “Godhan” or “Gopal Bandhab” do not find a place in the lower primary or upper primary or Matric or I.Sc. curricula of the Calcutta University. I therefore say, the unemployment of the much congested middle classes will be considerably alleviated if early steps are taken to introduce technological, technical and practical agricultural systems of training and education, to help the unemployed idle masses of Bengal farmers. These farmers must combine and form into co-operative associations to foster co-operative transport, co-operative marketing, co-operative farming, rear new pastures, and protect old ones, form co-operative bull associations and the like for each township, union or union boards and thanas in Bengal. I denounce political agitation of any sort in a dependent and helpless country like Bengal and much less in a province like Bengal. First self-help, standing upon our own legs first, raise sufficient foodstuffs for the country, learn to clothe yourself, learn to protect yourself from your enemies, then strive for political emancipation. India is bankrupt of her foodstuffs. Of her 35 crores of inhabitants, she cannot feed 25 per cent. of her population. Our first and foremost look-out then is to recoup this deficiency. How to do it? This we can do with the help of our governors and our own exertions by directing our minds to the plough and technical and technological education in right lines as the country wants by curtailing the top-heavy administration and diverting the surplus towards technical and agricultural education, medicine, sanitation and allied branches, conducive to the public weal.

In conclusion I may add, no improvement in agriculture or agricultural education can be effected in a country like Bengal, without the co-operation of the ruler, the landlord and the masses, and this is only possible by gradually introducing the above lines within University curricula. Schemes, etc., of such education and travelling lectureships, extension lectures can be supplied if required. First propaganda work, through the local newspapers and periodicals to induce men to take to agriculture and allied subjects the Universities to introduce it gradually in the lines suggested, Government to stop the law examinations or such other congested line examinations for 5 or 10 years, Government to close up the general line and leave it open to a certain prescribed limited numbers so as to recruit the services, clerkships, etc., from.

Improvement in agriculture has much to do with regulating the indiscriminate cow slaughter, in a purely agricultural country like India on economic grounds. Apathy of local and Imperial Governments have cast a gloom of despair in the minds of the people, on economic grounds and to get a help in the line from the British Parliament and the British public, the All-India Cow Conference Association, with co-operation with my association and the Bengal Agriculturists Association have resolved to send a deputation ere long, from India to England, to the Rt. Hon'ble the Secretary of State and the Rt. Hon'ble Members of the Parliament, for an early amelioration of the much vexed cow question, which may lead in the near future to a satisfactory solution of the unemployment problem of this country. I would suggest the Government to send a few qualified men from the former ranks to the West to visit the conditions there and introduce these with changes here.

Hoping to be excused for this long letter.

This is most urgent.

Dated Khulna, the 2nd June 1923.

From—BABU KAMAKHYA CHARAN NAGH, Principal, Bagerhat College,

To—The Secretary, Unemployment Committee, Bengal.

A brief Note on the Causes of the present state of unemployment among the middle class Bengali; and Anglo-Indians and some districts.

I.—Causes.

(I) Those inherent in the members of the classes:—

(a) *Fear of losing prestige with employers.*—The traditions of the country have taught people to believe that if they begin low, they will end also similarly. So they are seriously handicapped in the choice of a vocation. In America a young man who begins life as a shoe-black or *khitmatgar* may under favourable circumstances rise to be the President of the Country. But here in Bengal such a thing is almost inconceivable.

(b) *Religious scruples.*—People still hesitate to do things which are not prescribed in the "Shastras" as a means of earning their livelihood. For instance, selling milk and for the matter of that, dairying, is forbidden for a high caste Hindu. Money-lending is repugnant to a pious Mahomedan, etc.

- (c) *Fear of social ostracism*.—People do not intermarry or inter-dine with those who deviate from the beaten track. So a Hindu will not associate himself with a Mahomedan or a Christian even when such association becomes necessary on account of business.
 - (d) *Indolence* arising from chronic starvation and insanitary condition of the Bengal villages and towns.
 - (e) *Want of courage and enterprise* arising from want of systematic encouragement.
 - (f) *Shyness of capitalists and undue eagerness of people for hoarding up money*.
 - (g) *Obsession of Non-Brahmans with an undue attachment to the Brahmanical practices*.
 - (h) *Marrying and getting entangled in the meshes of a family life too early*.
 - (i) *General ineptitude* arising from various other circumstances.
- (II) Those resulting from the existing system of training and education open to the members of the classes:—
- (a) *Want of vocational education*.—The system of education prevalent in the country, which has not kept pace with its development, being still too cultural, people are averse to agricultural, industrial and commercial pursuits. They have developed a sort of false pride which tells them that it is better to be a servant (clerk) of a tailor, or shoemaker or undertaker than to be a tailor or shoemaker or undertaker himself. They are not taught that greatness may be attained as much in the laundry or dairy or corn-fields or fruit-gardens as in a laboratory, or a King's Court.
 - (b) *One-sidedness of our culture*.—The culture being also too intellectual to the detriment of the physical, moral, and spiritual sides of the men, people lack in boldness of conception and are rather sneaking and timid and satisfied with patchwork reforms in every department of life.
 - (c) *Want of organising power*.—As our schools and colleges practically discourage the growth of public spirit by ignoring the study of Civics, people have become narrow-minded, self-seeking and distrustful of one another and so the power of organization has gradually disappeared from the country.
 - (d) *Want of recognition of the dignity of labour*.—The persistence of the crude ideas about manual labour which is responsible to a very large extent for the unemployment of people is also due to the defective system of education in the country.
 - (e) *Indifference to economics* as a subject of study.
 - (f) *Want of schools and colleges of technology, agriculture and commerce*.
- (III) Those arising from absence of information as to any but a few well-known fields of employment:—
- (a) *Stupor brought on by ignorance*.—As the bulk of the people live in villages, and the Provincial press and platform are practically silent about the ways of economic development of the country, people do not understand what they can do and so they remain unemployed.

(b) *Overcrowding arising from want of information.*—Banking, business methods, commercial laws, the economic resources of the country are all a sealed book to the people of the country. So the possibilities of commerce, agriculture, and industries are imperfectly studied, if studied at all. Hence even where enterprise is potentially existent, want of knowledge prevents its development and growth, and overcrowding in the known fields is the consequence.

(IV) Those resulting from the financial state of the members of those communities:—

(a) *Ignorance or want of general culture.*—It is a fact that a large percentage of our boys, the dullards apart, cannot be sent to or kept at schools and colleges for a proper length of time for want of money. In many cases educational facilities are wanting.

(b) *Dulness arising from poverty.*—The chronic poverty of people makes them timid and keeps them confined to their homes and so they cannot manage to go to or stay at centres of business.

(c) *Want of technical knowledge.*—The excessive increase in the cost of technical education arising chiefly from the smallness of the number of technical schools and the want of variety in their character, have made it impossible for a young man to attain it.

(d) *Mutual distrust.*—A poor young man is hardly trusted and so, except under very extraordinary circumstances, cannot expect to be taken in as a sleeping partner in any business. Nor can he expect to earn a decent living with his very slender resources, should he betake himself to business. The failure of joint stock companies for agriculture, industry or trade is in many cases due to want of money arising from the poverty of the people or the unsympathetic attitude of the bankers.

(V) **Other causes:—**

(a) Among other causes, the most important is *the foreign domination of the country*, leading to the subordination of the best interests of the country to the cupidity of a body of foreign merchants. It has kept most of the avenues of life practically blocked up for the children of the soil. And one will not be very far from the truth if one says that no sincere effort has yet been made to interest them in higher agriculture, industry, trade, and commerce. At the door of the professions and public services also they are yet struggling hard. The following causes also are no less responsible for the unemployment of the people of the Province:—

(b) *The unrestricted employment of non-Bengalis in Bengal and the gradual ousting of the Bengali from the other provinces of the country.*

- (c) *The most ungenerous treatment accorded to the Indians in the British Colonies*—a circumstance which discourages enterprising Bengalis from trying their fortunes outside the country.
- (d) *Most unjustly restricting the career of a youth on racial grounds.*
- (e) *Undue importance attached to family history or a University pass certificate.*

II.—Remedies proposed.

- (I) Measures for the immediate relief of the unemployed:—
- (a) Creation of small zemindars on Sir Daniel Hamilton's plan in the Sundarbans and similar other tracts of land.
- (b) Development of agriculture on a co-operative basis: For this there must be expert leaders studying the possibilities of selected areas and carrying on intensive propaganda work therein on the introduction of new and profitable crops like sugar-cane, etc., liberal provision for loan of money at a low rate of interest with easy kists for repayment as in U. S. A., and arrangements for irrigation and drainage, a good supply of necessary seeds, and proper disposal of the field products. It must be proved by demonstration that an intelligent cultivator can compel the earth to yield daily all that he requires for the maintenance of himself and his family. In France three acres of land means a fortune.
- (c) Encouraging indigenous industries, and introducing new ones where possible on a co-operative basis. For these purposes expert sympathetic officers of the proper type must be deputed to selected areas with a view to study their industrial possibilities, and to encourage people to start such industries as they find it convenient to take up. Where such industries already exist (as at Kandarpa, Bagerhat) every effort should be made for the expansion thereof in the proper directions.
- (d) The idea of co-operative stores should be brought to the forefront, and the advantages of co-ordinating agriculture and industries with them should be deeply impressed upon the minds of men.
- (e) Model farms, model industries, and model co-operative stores in selected areas should be started with special help—pecuniary and instructional—from the Department of Agriculture and Industries. Every effort should be made to encourage initiative, co-operation and organization.
- (f) Healthy legislation regulating the relation between capital and labour.
- (g) Above all, the whole province should be deluged with Captains of Agriculture and Industries, who will organise the scattered energies of its people and make them flow in the proper direction.

(II) Measures for the prevention of an aggravation of the present state:—

- (a) Special help should be given at once to existing educational institutions where it is possible to give boys a training in agricultural, industrial and commercial subjects. They should be encouraged when possible to start the I. Com. and B. Com. Classes too.
- (b) The services should be Indianised as far as possible and the colour bar removed. India should have her mercantile marine and the Bengalis once famous for their naval enterprise, be drawn into the ring of the World's commerce.
- (c) High class schools and colleges for technology, commerce and agriculture should be started as early as possible at important centres of the Province.
- (d) It should be widely known in the Province that merit always gets the preference. But when the contest is between a Bengali and a non-Bengali, in Bengal the Bengali's claim should always be considered superior unless the help of the outsider is considered to be absolutely necessary in the interest of the public.

(III) Measures for the prevention of a state of unemployment in future:—

- (a) The sovereign remedy for unemployment in future is Self-Government. If India's revenue is raised and spent by the Indians for their own good, there may be temporary disturbances as in the European countries after the last great War, but on the whole the country will always find useful and honourable occupation for every hand that can work.
- (b) Ample provision for liberal education in the country is the next measure: In fact a crusade should be declared against the sin of ignorance and every effort should be made to persuade people in rural areas to adopt the principal of Captain Petavel—that of earning while learning—as followed in the “Gurukuls” towards the solution of that problem of problems—the bread problem of the country.
- (c) Thirdly, Government, like Raja Ramchandra, should be held responsible for every premature death that occurs in the country.

No. 1570, dated Mymensingh. the 3rd June 1923.

From—Dr. J. GHOSH, M.A., Ph.D., Principal, Ananda Mohan College, Mymensingh,

To—The Secretary, Unemployment Committee, Bengal.

There has been in recent years some improvement in the number and variety of occupations which are open to members of the educated middle class, but it has failed to keep pace with the demand. This demand, moreover, shows no signs of slackening in spite of discouraging circumstances and gloomy forebodings, so that a fatal necessity seems to urge hundreds and thousands of our young men to seek admission to avenues of employment which are already overcrowded and which they themselves realise can accommodate only a small and progressively decreasing percentage of the total number of candidates. Their scramble for places partakes thus of the nature of gambling. They know that the

prizes must be few and yet each of them hopes that he will be one of the fortunate winners even when his success must spell disappointment to many who are not inferior to him in qualifications. To this hope or desire, as to a broken reed, he clings with a characteristic tenacity in the absence of a real prospect to fortify and stimulate him at the threshold of his career. The situation cannot, therefore, be regarded as a temporary phase due to miscalculation and likely to disappear of itself when there is a juster estimate of the chances of earning a livelihood in recognised lines of work.

The causes of this untoward phenomenon are manifold. It has been set down in certain quarters to the natural increase of population. Natural increase is doubtless a contributory cause; but there are other factors which are equally potent and of graver import. The truth is that the composition of the middle class has changed and is even now changing from day to day, while there has been a striking alteration in its conception of the elements of a comfortable existence. Exclusive stress has, however, been often laid on the influx of outsiders into this class, in accounting for the congestion in those departments of activity which attract its members. This influx has certainly aggravated the evil; but it cannot be denied that increasing numbers of Brahmans, Kayasthas and Vaidyas have embraced one of the other of the learned professions or have sought employment under Government and in the offices of local bodies and of mercantile and industrial concerns. This increase is, no doubt, attributable, in part to the natural growth of the classes, but it is due in a greater measure to the rise in the cost of living and to the more or less general adoption of a new standard of comfort, both of which have contributed to put competence out of the reach of those who formerly enjoyed it and to render it difficult for others to make a living by their hereditary occupation. On the other hand, the desire for improving their social status, accentuated probably by some improvement in their economic condition, has led members of other classes to train up their sons for occupations which once formed the monopoly of *bhadraloks* and to which in fact the latter did jealously restrict themselves in the past. It is, however, a natural and legitimate ambition under present conditions, and so any attempt to discourage it must be both futile and unjust so long as the grounds exist for the familiar distinction between soft-handed and hard-handed labour.

But should the distinction endure, and, if not, how can it be wiped out? Satisfactory answers cannot be offered to these questions without some reference to the facts and consideration on which this distinction is based. A difference in the pecuniary value of the two species of occupations can no longer be regarded as one of these. Indeed, judged by this test, the advantage seems to lie sometimes on the side of hard-handed labour. Even clerical work, however, is looked upon as much more respectable, because it requires a greater exercise of intelligence and a smaller measure of surveillance on the part of superiors. Besides, there is the possibility, though as matters now stand, often only the barest possibility, of rising to positions of responsibility and command. But what marks it off more than anything else as occupation of a superior kind is its association with learning, though this learning often degenerates into mere literacy or the ability to read and write and work out simple sums in arithmetic. Even literacy, however, will rank as a mark of something like gentility, so long as it remains confined to a comparatively small number of men. But there is no reason why it should be so restricted, and it may be confidently predicted that a more general knowledge of the three R's and of the elements of physical

science and the outlines of modern history will go far to dispel the old-world prejudice against even skilled and well paid labour. Besides the carpenter will be a better carpenter and the smith a better smith when both of them receive some education. They too require book learning of a kind to improve their technique, to judge intelligently and to be in touch with the world outside. And when they get it, they will see that they can turn knowledge to better account than the clerk, whose work is strictly speaking less intellectual than theirs if it is properly performed. This then is what is wanted, and not idle sermons on the dignity of manual labour and on the vanity and wickedness of the distinction between the so-called honourable occupations and dirty but useful work. And when it is secured, the efforts that are being made to-day by the lower classes to better their social status even at the risk of pecuniary loss will take a different course altogether, so that the congestion in the *Bhadraloks'* avenues of employment may be partially relieved. Industry and trade will at the same time be transformed, and an intelligent use of tools and materials will be in evidence in place of the slavish imitation of old and effete methods and forms. This revolution, again, in the character of hard-handed labour and the consequent improvement in its remuneration will go a great way towards reconciling the higher classes to it. They were disinclined in the past to turn their minds or their hands to anything that did not bear the hall-mark of ancient respectability. But their scruples are disappearing fast under the pressure of economic stringency. And to-day they are ready for most of the things that will pay.

But for this salutary change, a complete overhauling of our present system of education is necessary. This education is too literary; but it need not be so up to the secondary stage at any rate. And practical instruction in a couple of handicrafts or in farming and market-gardening may, I believe, be profitably be combined with what goes by the name of general education in our primary and secondary schools. There is, indeed, one serious objection to the inclusion of new courses of training to their curricula, *viz.*, that it is likely to over-burn the juvenile learner. But it will lose much of its force if instruction is imparted through the medium of the vernacular, and English is made an optional subject up to the secondary stage. These appear to me to be much needed reforms; and if they are adopted, the greatest gainers will be the higher classes. Their readiness to take up lines of work which were formerly considered derogatory has been already referred to. Their present education and environment constitute, however, effective handicaps in the way of success. Instruction, therefore, in useful crafts is what they need above everything else, and such instruction will remove also the last vestiges of that old-world prejudice which prevents an easy and automatic adjustment of the supply of skilled labour to the demand.

The suggestion, however, that considerable facilities should be provided for the highest education in the organization and technique of trade, finance and industry must be received with caution. Even in countries which are industrially advanced, the demand for mechanical engineers and for managers and assistant managers of commercial and banking concerns is comparatively small; and so Bengal cannot require many of them in the present stage of her economic evolution. Hence the training which is expected to turn out men of this type should be concentrated at the University and confined to Calcutta, where opportunities exist for supplementing theoretical instruction by a practical knowledge of the work of factories and mercantile houses. There is, it

is true, a great and growing demand in the country for men of inferior qualifications, who can manage small shops or employ a few labourers on their own account in minor industries. But this demand is not properly met by starting the so-called commercial and technical classes in schools and colleges, for the students who pass out of them serve only to swell the ranks of ill-paid clerks and assistants in certain departments of Government and in industrial establishments. Initiative and resourcefulness are what they want more than anything else, but the drill through which they pass in their schools and colleges is not calculated to foster these important virtues. So much better results will be obtained if the shop-keepers in every important town combine to open schools for their own children, where general knowledge may be supplemented by useful training behind their counters and not merely by theatrical representations of business in laboratories and show-rooms and in work-shops run on uncommercial lines. Liberal assistance should, therefore, be given to institutions of this type where they come into existence, especially as in encouraging them the foundations will be laid of a sound economic progress. For, as every student of commercial history knows, the most successful among retailers become in course of time wholesale dealers, and of these, again, the most enterprising turn to banking or achieve distinction as directors of industry. The shrewd man of business is manufactured, indeed, but he is manufactured not in the seclusion of colleges and universities but in the din and bustle of the market or at any rate at no great distance from it.

Members of the middle class may not profit directly by the instruction imparted in schools of this type. But they will be indirectly benefited if as a result of the establishment of such schools, there is less over-crowding in those walks of life for which they have always shown a preference. One of these, however, seems to be almost closed to them now to their great and ever-growing loss. In no period in the history of Bengal was farming with the assistance of hired labour considered derogatory by them. But the progressive sub-division of holdings, the steady rise in wages and the growing unhealthiness of rural districts have led them to dislike it. At the same time, the attractions of town-life have multiplied with the development of urban areas. So there is a rapidly increasing exodus of the Brahmans, Kayasthas and Vaidyas and the higher class Muhammadans from the countryside. This exodus is much to be regretted, as it entails a twofold loss. They have adopted a more expensive but by no means a higher style of living in the towns. Many of the things which they used to obtain from their farms and curtilages, such as vegetables, fruits, milk and fish, they have now to pay for, and house-rent is often a big and growing item in their family budgets. At the same time, the land is not exploited to the extent that it might have been, if they had remained in their native villages to work it. But how is this exodus to be checked? It is a problem for the revenue and the agricultural department as well as for the educationist, involving as it does questions relating to land tenure and to the most efficient way of cultivating the land. And its extreme complexity should not stand in the way of a serious attempt to tackle it, for it is closely connected with the evil for which a remedy is being sought, *viz.*, the alarming growth of unemployment. Palliatives have, indeed, been suggested, and our young men have been advised to take to certain avocations which have a genteel look, like photography, painting, drawing, designing, enamelling, repairing of bicycles and motor cars and the cure of distempered watches and clocks. And so far as they have been able to make an honest living by these new varieties of work, there has been a clear gain. But it should be clearly

recognized that the demand for services like these is at present weak and must continue to be very limited for long years to come. The majority of our countrymen are poor; their wants are few and simple, and the market, therefore, for luxuries and modern conveniences must be so restricted as to prevent increasing numbers from earning a livelihood by supplying or repairing them.

The building and furnishing trades offer better prospects, and even more eligible than these are market-gardening and dairy farming in the suburbs of towns. But here, again, the lack of first-hand acquaintance with the nature of the work and the conditions of success stand in the way of a profitable employment of hired labour. It has, indeed, been said that the members of the middle class are prevented generally by poverty from taking them up. But men have flourished in these lines of business who started life with next to nothing in the way of capital. Capital is, no doubt, shy in our country; but it is shy because the mental and moral qualities that are calculated to inspire confidence are rare. It is personal capital more than material possessions that is required for success, and this personal capital has to be acquired by patient training of the right kind.

The same may be said of certain other industries. Their number, however, is limited, and new openings are by no means common in our province. But if they are rare here, are they more plentiful elsewhere, so that our young men need not feel stranded if they are enterprising enough to try their luck in other parts of the country? A careful survey of the present situation does not warrant an answer in the affirmative to such a question. There was a time when educated Bengalis were much in request and, therefore, much in evidence in distant regions. But circumstances have changed greatly since then owing to the spread of education. And business is probably the only means of earning a livelihood that is now open to Bengali in other provinces. In business, however, they have no special advantage over their compatriots, and those among them who possess exceptional ability may still find profitable employment for it at home. Yet some good may undoubtedly be done by the dissemination through educational institutions of precise and detailed information regarding new fields of employment. It may lead to the revival of certain moribund art-industries and to the establishment of some others of moderate dimensions.

I have not much faith in palliatives and remedial measures calculated to give immediate relief. The difficulty and the danger have to be clearly realised and boldly faced. So there is risk in attempting to disguise their magnitude by temporary expedients. The good that they may do is problematic. It may not amount to much and it will not be lasting, while the evil may be aggravated in the long run by being put off in this manner. And what, after all, can these palliatives be? Additional employment under Government must mean additional burden for the tax-payer and so is out of the question. Equally remote is the probability of any great and sudden increase in the number of employees in mercantile and industrial concerns and railways in response to appeals to the generosity or public spirit of the directors. They will extend their business when there is a prospect of increased gain. And when this prospect appears, no exhortations will be necessary to induce them to come to the rescue of the unemployed. But till then all such exhortations will be treated as mere counsels of perfection, unless they decide to beat down the rates of remuneration by training up at a trifling cost or even at some profit large numbers of young men who, when ripe for service, will by their competition immensely benefit their employers.

No. 48 A. M., dated Azimganj, the 4th June 1923.

From—BABU SURENDRA NARAYAN SINHA, M.L.C., Chairman,
Azimganj Municipality,

To—The Secretary, Unemployed Committee, Bengal.

With reference to your letter No. 121, dated the 3rd ultimo, on the subject of "Unemployment among the educated middle class Bengalis and Anglo-Indians", asking for opinions about the principal causes thereof as well as about the remedial measures. As the subject is a very weighty one, it was put up at the meeting of the Commissioners of this Municipality held on the 28th idem and after much discussion and consideration a Resolution was passed thereon, a copy of which is given below, conveying opinions of the Commissioners:—

"*Para 3 (of the proceedings of the meeting held on the 28th May 1923)*—Considered letter No. 121, dated the 3rd May 1923, from the Secretary, Unemployment Committee, Bengal, asking for opinion on the unemployment among the educated middle class Bengalis and Anglo-Indians. Babu Surendra Nath Das, the Vice-Chairman, pointed out to the meeting after close investigation, the causes of unemployment among the educated middle class Bengalis and suggested the remedial measures which run below:—

(i) Disintegration of the social economy in which under the system of the divisional labour each class had its field of employment well defined and exclusively set apart.

In those good old days people led very simple lives and had very few wants. Living was very cheap. Service was preserved for a particular class or community. Hence there was no overcrowding in the services. Each person knew what his station in life would be, and his people took care to provide him with the necessary training.

(ii) But all this has changed in the natural course of events and a state of things has been brought about in which the people at large have developed a mania so to speak for University education. There is an irresistible and alarmingly increasing rush, regardless of consequence for a smattering of literary education that goes to equip the majority for nothing very useful in life. The cumulative effect of it all has been to rear up a vast multitude of ill-educated service-hunters. The supply is far in excess of the demand and all the services and professions are hopelessly overcrowded.

Instead of fostering a spirit of enterprise and self-reliance, present-day education has impaired our health, business instincts and made us subservient and helping to form character incapable of taking the initiative in any matter.

Insufficient and unwholesome food, malaria and insanitary conditions and other factors have made us weak and effeminate averse to all active pursuits of life.

(iii) Home-keeping instincts and social customs stand in the way of the Hindus from venturing abroad outside Bengal and a social prejudices are still strong against the higher castes, engaging in agricultural and some of the humble but lucrative trades.

(iv) The abnormal rise in the cost of living during the war and after, have made it very difficult for the majority of the middle class people to make the two ends meet and they have little or no reserve left to fall back upon in case of emergency or unemployment. Poverty,

indebtedness, adoption of reckless and questionable means to earn a living followed by litigation and ruin are among some of the natural but inevitable causes.

The sum total is that in the struggle for existence we are being gradually pushed back to the wall and if this state of things is allowed to go on, a nation that once existed the envy and admiration of the world, will live to bring down upon itself pity and commiseration.

But there can be no panacea for all these ills nor any permanent relief unless and until a wholesale change is effected in our very mode of life—social, political, economical and above all educational.

Society should be made to recognize the utility and necessity of adopting itself to existing conditions and the dignity of manual labour appreciated.

The entire system of our University education, tending to make us so-called "gentlemen", loth to follow in the footsteps of our humble fore-fathers, should be replaced and a system introduced in which there would be ample scope and facility for technical, vocational, and commercial training. Those alone who have the aptitude and the means for it should go in for higher education. The rest should remain content with the three R's of education and devote the energy thus saved towards more profitable avocations.

Means should be devised for the establishment of co-operative and other societies to maintain and enlarge cottage industries.

The wealthier classes should come forward with capital for the expansion of commerce and industry, thereby opening new fields of employments.

Hand-loom and other up-to-date machineries and appliances should be introduced, made easily available for the benefit and employment of small capitalists.

Steps for the improvement of the sanitary conditions, so that a healthy and sturdy manhood may grow up physically capable of discharging the proper functions of life, should be taken.

To give the truth in a nut-shell I cannot do better than to give below a very familiar adage—

বানিজ্যে বসতে লক্ষী তদর্শং কৃষিক্ষয়ি

তদর্শং রাজ্যে সেবায়ঃ ভিক্ষায়ঃ নৈব নৈব চ।

It is a pity that we have yet to learn what our fore-fathers knew long long ago.

In the fulfilment of the truth, underlying the adage, lies our salvation and the way out of our present difficulties.

(Sd.) SURENDRA NATH DAS. "

The Vice-Chairman's notes, dealing with the causes and remedial measures regarding unemployment among the educated Bengalis, was thoroughly discussed by the Commissioners present and afterwards it was resolved that they be agreed to, and a copy of the resolution be forwarded to the Secretary, Unemployment Committee, Bengal.

No. 58, dated Calcutta, the 5th June 1923.

From—S. N. SIRCAR, M.A., Secretary, Saraswati Institution,

To—The Secretary, Unemployment Committee, Bengal.

With reference to your letter No. 372 U. C., dated the 4th May 1923, inviting my humble opinions regarding the difficult problem of unemployment among the educated middle classes in Bengal, I beg to state my views as briefly as possible grouping the causes under the heads laid down in your letter. My observations are confined, however, to my own community, as I am not conversant with the social conditions of the Anglo-Indian middle classes.

Principal Causes of the present state of unemployment among the educated middle class Bengalis.

The causes may be conveniently grouped under the following heads:—

I. *Those inherent in the members of the classes.*—Under this head may be mentioned the following:—

- (a) ease-loving habits,
- (b) want of enterprise,
- (c) a sense of false dignity based on caste prejudices, and superior academic qualifications,
- (d) a desire for service.

I shall briefly deal with the above one by one:—

(a) The educated middle class Bengalis are more ease-loving than the Marwaris, and it is no wonder that in the struggle for life, the fittest will survive, and those who are unfit will be driven to the wall. Even the rich Marwaris can bear greater hardships, are more thrifty and live on simpler fare than that of the middle class Bengalis who are consequently out-stripped in the race of life by others who are more painstaking and laborious, for labour seldom goes unrewarded.

(b) The want of enterprise, of the educated middle class Bengalis, is due to a certain extent, to their ease-loving habits. While they are content with driving quills in Government, Railway and merchant offices, the enterprising and ubiquitous Marwaris are doing business of all sorts and visiting all places in India. It is no wonder that the Marwaris should thrive everywhere and are not at all troubled with the knotty problem of unemployment among their community. The educated middle class Bengalis should take a leaf out of their book in this respect.

(c) A sense of false dignity based on caste prejudices, as well as on superior academic qualifications, prevents the educated middle class Bengalis from opening shops or taking to humble occupations. Hence the Afghans, up-country men, Marwaris, Punjabis and others have captured the market and are doing roaring business, while the Bengalis are no better than helots in their own country.

(d) Ease-loving habits, want of enterprise and a sense of false dignity naturally lead to the only haven open for them, *viz.*, service, service is the be-all and end-all of the educated middle class Bengalis. Service is necessary no doubt, but service requires no unlimited supply of hands, hence if all men go in for service, unemployment will be the consequence. The Marwaris again, do not care for service, and consequently there is no unemployment among them. This should open the eyes of the educated middle class Bengalis.

II. *Those resulting from the existing system of training and education open to the members of the classes.*—These may be classed under the following heads:—

(a) The present system of education does not provide for vocational training, but qualifies men for the learned professions, such as law, medicine, engineering and also for judicial, executive and clerical service. These lines are more attractive and lucrative no doubt, are over-crowded, hence unemployment is the consequence. The Marwaris receive business training from their boyhood, so when they are men, they become experts in trade and business; whereas the middle class Bengalis receive no such training and hence if they start a business they are likely to fail.

(b) It also gives rise to a sense of false dignity on account of superior academic qualifications, which look down upon humbler occupations or business.

(c) It holds out better prospects and therefore many people of the artisan class are tempted to give up their hereditary occupations thereby swelling up the number of the unemployed.

(d) The present system of education crushes all energy out of the students who have to learn too many subjects some of which will be of no use to them in their practical life. The son of a Pundit, whose object is perhaps to be a teacher of Sanskrit, is forced to learn Mechanics or Geometry or English for what earthly purpose one fails to understand. One requires a good deal of time and energy to learn a subject for which one has no natural taste or aptitude, and six subjects for a young boy of 15 or 16 in the Matriculation class, are too many, in all conscience. This taxes their brain and health and disqualifies them for the battle of life with such shattered health.

III. *Those resulting from absence of information as to any but a few well-known fields of employment.*—Under this head may be classed:—

Wrong choice of profession or vocation, for want of sufficient information regarding many other fields of employment besides the stereotyped ones. Many educated young Bengalis, even if they have a mind to give up the beaten track, are forced to choose a well-known profession or calling for which they are not made by Nature.

An esteemed friend of mine, who was educated in America, once told me that a friend of his for want of any other occupation, used to read for mere curiosity the sign boards at Radha Bazar and Barra Bazar in Calcutta, when out for a walk in the afternoon. After some time he found that he was in possession of many valuable informations, which he might turn to good account, if he turned a broker. He did

become a broker and found to his agreeable surprise that what he did at first for mere pleasure, came to be of profit. How many educated Bengalis care to avail themselves of the facilities even when they are afforded either by Government, in the form of commercial museum or by private organisations, in the form of industrial exhibitions.

This absence of information and indifference to gather information are to a certain extent, due to the defective system of education.

IV. *Those resulting from the financial state of the educated middle class Bengalis.*—Under this head may be classed:—

- (a) Want of Capital.
- (b) Want of staying power.

The educated middle class Bengalis generally live from hand to mouth and so have no capital to start business with, neither can they afford to wait for a better chance of livelihood, but must do *something* to meet their immediate wants. In many cases “chill penury represses their noble rage”.

V. *Others.*—Among other causes may be mentioned certain *social conditions leading to or increasing poverty, e. g.,*

- (a) early marriage,
- (b) dowry system,
- (c) a desire to keep up appearances and hence to live above one's means.

I shall briefly touch on these⁵ points.

(a) Early marriage is a bane of society, for various reasons. In the first place, the offspring of such marriage are, in nine out of ten cases, likely to be very weak. Secondly, it leads to or increases, poverty in families which are not in affluent circumstances. Many B. A. and M. A. students are fathers of children, even before the completion of their University career! Consequently they are placed in the midst of wants before they have actually entered the world. They have to face the problem of providing for their wife and children, before they earn anything. So they must give up all ambitious plans of life, and secure any job which comes handy, to solve the bread problem.

(b) The dowry system is another cause which is eating the vitals of society. A man of no means will have to spend a large sum of money to give away his daughter in marriage to a suitable bridegroom, that is to say, to a bridegroom who has one or more University stamps. How many families have been ruined by this cursed system, how many innocent girls have been sacrificed in consequence of this pernicious system!

(c) To keep up appearances, again, has ruined many for how can one live above his means? If he does, he will have to borrow or steal (beg he cannot) which cannot but lead to ruin. Suppose, a man had seen better days, but now fortune frowns on him. He has to perform the *Sradh* ceremony of his father. He will do it on a lavish scale as he would have done in the days gone by. But where is the means? Pride leads to ruin which might have been averted! But sometimes, the case is different though the consequence is the same. For instance, a man in his better days had given away some of his daughters in marriage in a befitting manner. But now he is reduced to poverty and has one or two unmarried daughters still.

For the happiness of these daughters, he is compelled to spend as much or nearly as much, as he had done in the case of his other daughters, when Fortune was smiling on him. In this case his motive is laudable but the result disastrous.

Remedial Measures proposed for—

- (1) the immediate relief of the unemployed of the classes under consideration.
- (2) the prevention as far as possible of an aggravation of the present state.
- (3) the prevention of a state of unemployment of these classes in future.

It goes without saying that for the immediate relief of the unemployed of the classes under consideration, some sort of employment must be found in new directions as the old ones are over-crowded. Hence as regards the first, my humble suggestions are as follows:—

(a) Cottage industries as well as small factories should be started on co-operation principles under the direct supervision and guidance of the Industries Department of Government; for, private enterprises in this direction, without such supervision and guidance especially at the initial stage, are doomed to failure, for want of experience and want of public confidence. What cottage industries are likely to thrive are to be decided by a committee of experts, according to local conditions regarding raw materials and other circumstances, but a fair trial may be given to matches, handloom, dyeing, etc., and small factories may be started for the preparations of chemicals such as sulphuric acid and many drugs which are now imported from abroad. For such purposes the educated middle classes are very well fit. Under the direction of Sir P. C. Roy and his assistants such factories are bound to prove an unqualified success. But the indigenous products of arts and industries must be patronized and protected against foreign competition, by Government, otherwise no such arts or industries can survive.

(b) Village organisation parties should be formed under the guidance of expert leaders for the purpose of starting agricultural farms on co-operative principles on big as well as small scales in the villages. The formation of such organisation parties will serve another useful purpose, for it will reclaim many uncultivated lands by clearing jungles and ponds which are the hot-beds of malaria and thereby making the places habitable which are now deserted for fear of that dread disease. And when the sanitation of villages is improved, lot of people will come back to these villages and live comfortably at a cheap cost. Thus the poverty problem will be tackled successfully to a large extent. The improvement of village sanitation should be the chief aim of all patriots.

As regards the prevention of aggravation of the present state of unemployment, immediate steps should be taken to give effect to the above suggestions or to other practical suggestions, and some energetic young men should be selected who by personal example will show that there is dignity in labour and that honest work however humble is not beneath any man's dignity.

As regards the prevention of a state of unemployment of the educated middle classes in future the causes already mentioned should be gradually removed otherwise all efforts will be in vain.

Ease-loving habits, and a sense of false dignity based on caste prejudices and superior academic qualifications, which are inherent in the members of the classes must be given up and they should be substituted by the noble and inspiring ideal of "work is worship" which admits of no other dignity but the dignity of labour. The desire for service should be restricted and the example of the enterprising and hard-working Marwaris should be emulated.

The system of education should be revised without further delay, reducing the subjects from six to *any three* or at the most four subjects, to be chosen by the students themselves according to their natural taste and aptitude; and also making provisions for vocational subjects and practical commercial training. The true object of education is to develop and enlighten the mind by bringing out particular latent faculties with which particular individuals are endowed by nature. Men of exceptional ability only can master many subjects equally well, but men of average intellect cannot master a subject for which they have absolutely no taste. Why then compel the son of a Pundit who wants to follow his father's profession to learn Mathematics or Mechanics, if he has no taste for these subjects? I know of many sad cases in which very brilliant careers have been nipped in the bud for this sort of compulsion. I cannot help citing one case. A certain boy secured full marks in compulsory Mathematics and 97 out of 100 in additional Mathematics in the Matriculation Examination of the Calcutta University, but unfortunately failed in English by 6 marks (after re-examination of that paper) and so got plucked. He appeared next year and again secured full or nearly full marks in Mathematics, both Compulsory and Additional, but unfortunately again he got plucked in English by 6 or 7 marks. Being a poor boy, he had to give up studies after this. What a pity!

My idea is that the subject for the Matriculation Examination should be reduced to any *three* (or at the most, four) subjects, and these subjects should be taught from 10-30 A.M. to 1-30 P.M., i.e., for 3 hours. And then there should be recess for half an hour and from 2 P.M. to 4 P.M., the boys should be taught vocational subjects or given practical commercial training. If the vocational subjects are taught after 4 P.M., or before 10 A.M., then it will be the last straw that will break the camel's back, for the boys are already over-burdened with too many subjects.

Social reforms are also necessary to put a stop to early marriage and dowry system which increase poverty and thereby complicate the problem of unemployment. Instead of tall talks about some visionary ideal of politics which engross the attention of the people now, we must introduce these and other social reforms which are eating the vitals of society. We must *live* first and then talk of politics.

No. 134, dated Serampore, the 5th June 1923.

From—BABU BORODA PROSAUD DEY, B.L., Chairman, Serampore Municipality, and the Chairman, District Board, Hooghly,

To—The Secretary, Unemployment Committee, Bengal.

With reference to your letter No. 69-U. C., dated the 3rd May 1923, regarding the problem of unemployment among the middle class Bengalis and Anglo-Indians I have the honour to state that the question of

the unemployment is a very large one, and involves social, educational and economic conditions peculiar to each class. It is not possible within the compass of a short letter to mention far less to discuss all the points that suggest themselves in this connection. There should be effected material changes in social and educational conditions of the classes referred to, and their economic conditions should be improved by throwing open new ways of earning. It need hardly be said that the causes for this state of things fall under one or other of the four heads mentioned in question No. 1. The remedial measures cannot be suggested without going into the whole question in all its bearing, as required in question No. 2.

No. 346, dated Chinsura, the 5th June 1923.

From—R. B. RAMSBOTHAM, Esq., M.B.E., M.A., I.E.S., Principal,
Hooghly College,

To—The Secretary, Unemployment Committee, Bengal.

In reply to your No. 458 U. C., of 15th May, 1923, I have the honour to acknowledge with thanks your courtesy in asking me for my opinion upon a subject which, in common with all teachers, has attracted my serious attention.

After much reflection I have come to the conclusion that I cannot suggest to the Committee any remedy different from the many excellent ones that have been suggested in the Press and elsewhere.

The real problem, in my opinion, can only be solved by the Community affected no amount of suggestions or Government assistance will avail the *Bhadralok* class unless the main impetus comes from that class and I regret to state that, in my experience which is necessarily limited, I have not seen evidence of that impetus. I do not know sufficient of the conditions affecting Anglo-Indians to offer an opinion on the problem of unemployment as it concerns them.

No. 65, dated Ghatal, the 31st May 1923.

From—BABU NRITYA GOPAL SARKAR, Chairman of the Ghatal
Municipality,

To—The Secretary, Unemployment Committee, Bengal.

With reference to your No. 59 U. C., dated the 3rd May 1923, inviting opinions on the solution of problem of unemployment among the educated middle classes in Bengal and among the Anglo-Indian middle classes, I am of opinion that the principal causes of the present state of unemployment among the educated middle class Bengalis may be enumerated and grouped below on the principles indicated in your questionnaire:—

(i) (a) Owing to the increased facilities for literary education the number of employment seekers has largely increased than before.

(b) The natural inclination of the middle class Bengalis is for literary pursuits and they are not inclined to pursuits which entail manual labour. Want of dignity of labour, low physique and enervating climate are all responsible for this.

(c) They have some sort of fond attachment for home which accounts for immobility of labour to distant places, although this trait is gradually disappearing.

(d) There is a peculiar bent in parents to have their sons take to their own lines of profession.

(ii) The most important cause is the present system of education which is greatly responsible for this state of affairs.

(a) Purely literary training turns out clerks, lawyers in large numbers whose field for employment must be limited.

(b) Want of elementary training in scientific courses in secondary education unduly hampers the choice of students for vocational education and which compels them to flock to arts colleges.

(c) Want of technical institutions to provide adequate accommodation for those who seek to enter them.

(d) Lack of facility for commercial training.

(e) Want of provision of practical training of those who get theoretical education in technical schools and colleges.

(iii) (a) No employment bureaus or agencies as in Europe and America through which men can have information about different fields of employment except some well-known out-lets such as legal, medical profession, clerical service, etc.

(b) Want of trade statistics and commercial journals which can supply valuable suggestion as to profitable fields of employment.

(iv) Poverty, lack of reserve funds and want of adequate banking facilities, in short, want of capitals all stand in the way of Bengalis starting independent business concerns. Properly speaking most of the middle class Bengalis live hand to mouth.

(v) (a) Aversion of educated youths to taking to agriculture which was and still is the main occupation of the Bengalis. Want of dignity of labour growing fondness of town life mostly account for this.

(b) Formerly educated Bengalis migrated to other provinces which were more backward than Bengal, in large numbers and secured good employments. But owing to the recent growth of inter-provincial jealousy that out-let is now closed.

(c) Absence of co-operation is responsible for the undeveloped state of joint-stock business which is the key-stone of industrial and commercial progress in the modern world.

(d) Large scale manufacture and factory system of production which are the main sources of employment of middle classes in advanced countries are comparatively rare in Bengal.

2. (a) As regards the remedial measures I am of opinion that the question of immediate relief is a very difficult one. But it can be gradually given effect to if the Government of Bengal is pleased to be intent upon doing so by filling up the vacancies of the Bengal Government offices staff by recruitment from among the Bengali educated youths only and influencing the railway authorities to fill up their vacancies in stations and offices situated in Bengal proper by recruitment from among the Bengali youths only.

(b) Establishment of state banks in every town and subdivision for helping those who start industrial and commercial business is essentially necessary.

(c) Establishment of technical institutions with workshops attached for imparting technical education to the Bengali students in important towns and subdivisions is absolutely necessary.

(d) The railway authorities and other industrial factory owners will have to be influenced for taking Bengali apprentices for training in mechanics.

(e) Facilities must be given to the Bengalis for entering military and marine services of Government.

(f) The present system of education must be thoroughly remodelled so that the existing schools and colleges may include curriculum for imparting education in scientific courses both theoretical and practical, mechanics and commerce.

(g) Some more medical institutions are to be established in Bengal as the existing ones are quite inadequate to accommodate sufficient number of students for that profession.

(h) Encouragement must be given for the improvement of cottage industry.

(i) Agricultural schools must be established in every subdivision for training students to apply modern scientific method of cultivation.

(j) Migrations to other provinces of India and to other countries of adventurer youths should be encouraged by the Government by all possible means.

(k) Government should disseminate commercial and business informations in all possible ways.

(l) The principles of co-operative system of productions should be propagated and Government should try to establish co-operative producers' societies and help them in their initial stages.

3. I, being a mufassal man unacquainted with the habits and mode of living and the education of the Anglo-Indians, regret that I cannot record any opinion on the question of their unemployment.

4. I have consulted the members of the Committee they also endorse my humble opinion.

The Kasimbazar Institute and the Educational Colonies Scheme to solve the Problem of Unemployment.

BY CAPTAIN J. W. PETAVEL,

Principal and Lecturer on the Poverty Problem, Calcutta University.

In 1916, the Kasimbazar Polytechnic Institute was founded by the Maharaja of Kasimbazar to train boys to be fit to work in educational colonies, which many regard as the most hopeful solution of middle class unemployment.

It is a first step, doing as much as can be done in the surroundings of a great city to pave the way for the realisation of the "educational colony" solution of that distressing problem.

In April of last year the boys of the Institute addressed a petition to the Director of Public Instruction, asking for Government help to establish a colony branch of the school, "where we shall be able to learn

agriculture, to make us fit to work in a co-operative (educational colonies) organisation, and do something to show the way to the solution of the bread problem of our class"—the Bengali middle class; adding that they were sure that the Director would find means of helping them go forward with an educational venture designed with the object of solving their bread problem.

In March of this year His Excellency the Governor of Bengal wrote that he recognises many points of interest in these plans, and would like to see their practicability put to the test, inviting the present writer to work out the details, and to submit a scheme to the Director of Public Instruction. The plan is now being considered by the Directors of Public Instruction and of Industries.

The educational colony plan is not a plan to do one thing, but several which must be combined; it is an educational scheme, industrial and agricultural colony scheme, and garden suburb scheme and has to be looked at from all those aspects. It is, in a word, a plan to organise the young in educational co-operative colonies which will help powerfully in the solution of a variety of problems in solving which we shall help the solution of the problem of unemployment. For every reason, therefore, a general explanation must precede the explanation of our scheme and not follow it; with such an explanation I shall hope that the plan, though necessarily complex will not be perplexing. An adequate explanation of it at the outset is rendered the more necessary by the fact that the plan, and "homecrofting" which is fundamental to it, are being discussed in the Press, not only in India, but in Great Britain, led by such widely read and influential publications as the *Hibbert Journal*, the *Times* (Educational Supplement) and the *Daily Mail*, some papers and periodicals putting forward one aspect, and others another, so that a general statement will, in many cases, be absolutely necessary to avoid confusion.

Unemployment.—Speaking generally of the problem of unemployment we may hope now to see it solved, not because we can believe in any single plan or scheme, but because there are tendencies at work now-days in the direction of solving it, and the educational colony, the co-operative colony of the young, would help the speedy materialisation.

People have realised now that, though we cannot go "back to nature" to escape the evils of civilisation, we can go forward to it; we can reintroduce the primitive and the natural and at their best, by the side of the modern and artificial, and it is in that direction that we must seek the solution of our problems, including unemployment.

The garden city and garden suburbs would restore natural work and natural surroundings, by the side of the artificiality of industrialism and the educational colony would give us the natural education—the "association of the young with their elders in their work" to quote Plato's words—by the side of the more artificial school-room education. Man needs natural work in every way as he needs pure air and natural food; the work of the factory and the office is unnatural, and unnatural work is in every way the reason for unemployment arising. The solution suggested is the garden suburb in which the workers will have their "homecroft", their plot of land, that is to say, to produce food on for their own use.

For a variety of very important reasons, growing certain kinds of produce on a small plot of land around the dwelling is extraordinarily

profitable; one of the most profitable things, in fact, to which labour can be applied. The tendency, therefore, in the garden suburb would be for people to work a short time for wages, and grow some of their own food, a third of an acre being enough for a good homecroft; then, at least, the sting would be taken out of unemployment. All this applies very clearly in India.

But the difficulty is that, for garden suburbs and homecrofts to be practically possible, we need to have a great demand for them, the problem of providing them being generally one that can be effectively dealt with only on a very large scale. The obviously hopeful plan is to begin by educational colonies in which children would do the "crofting" work side by side with their schooling, then we should naturally go on with colonies for adults in which they would grow food for themselves in an organised way. Many would be able to work in such organisations and in them they would gain the knowledge and accumulate little savings, and then we might hope that the demand for garden suburbs and homecrofts would become general.

Another essential feature, thus, of our proposed educational colony branch is that it should be the nucleus of a garden suburb, the homecrofting solution being in some ways specially promising in India.

The homecrofting colony plan seems particularly suitable for the kind of elementary free school the Corporation of Calcutta is now establishing. Organising those schools on that plan might make them provide employment at once for a large number of middle class men. I shall say more about this later.

Educational colonies are most urgently needed also for orphans, for widows with children, for boys in "blind-alley" occupations, whose problems they could solve at once. Adults of good character would always be able to join them as members of their industrial staff, earning their maintenance as teachers or working foreman or both combined. Thus they would give at once an enormous amount of employment.

The Colony Plan.—In Switzerland a most interesting direct attack, as we might call it, has been made on unemployment, that shows us the immense strength of the colony plan. A well equipped and well organised labour colony has been established at Witzwil, Berne in which the worst class of the unemployed helped to produce things for their own use and consumption, and are self-supporting. Witzwil illustrates the fact, well known to all practical economists, that, by subdividing labour properly, and using suitable methods, we can enable people of any trade, or of no trade at all, even the worst workers, to take their place in an organisation supplying many of their daily needs. In other words, this Swiss colony has illustrated that, under modern conditions, when people cannot obtain work for wages, they can be employed producing things for themselves. Such organisations could, if permitted, do a great barter trade with their exchange cheques; being exchangeable for a great variety of things, they would be as acceptable as money for a portion of one's pay. In this manner a big colony organisation could obtain goods of all kinds, even those produced in foreign countries, and could be elastic, and able to employ any number of people on an emergency, and lead to economic developments of the greatest importance.

A well equipped colony can do more than merely employ people. Those working on the "colony plan", producing things for their own consumption, are earning both the producer's and the distributor's wage.

The practical effect of this double earning in the Witzwil colony is to enable it to give its workers, even some of the least promising, a bonus on leaving—after having provided their entire maintenance. •

The colony can enable people who are willing, for a time, to forego money payment, and accept remuneration in kind, not only to tide over a period of unemployment, but to accumulate a little fund which will help them to make a fresh start in the outer world.

It is this that renders the colony a real, and practical solution, both from the human and the economic points of view, and that would make the colony the stepping stone.

Though the colony plan offers a complete solution, the difficulty is that, to apply it generally, is not quite simple; it raises many questions and there are rival schemes, and the problem of unemployment like all other social problems, remains unsolved finally because we cannot agree on any one of the many plans put forward for its solution.

But a great hope for the colony plan arises from the fact that it is by means of colonies of this kind for the young, and only by their means, that we can solve our education problems, and particularly the problem of the sort of education that is required to bring the rising generation up to be practical and resourceful and capable of cutting out careers for themselves.

When we give a practical illustration of an educational Witzwil, we may hope that such colonies for educational purposes will increase and multiply, solving the problem of unemployment simultaneously with that of education; solving it directly because the educational colonies will require an enormous number of adult workers of proper qualification and character, and indirectly because the educational colony will, of course, lead to the establishment of similar organisations for adults.

We have thus, to look to the indirect results we can expect from the colony plan, but they will, in their turn react, favourably so that by establishing colonies for the young we should be moving, as we might say, from all sides, to attack the problem of unemployment directly and indirectly.

Character Training.—Character is, of course at the bottom of the whole question of unemployment, there is an economic aspect of course, but people with character would co-operate, and co-operation could solve the economic problems, so it all comes back to character. But the extraordinarily interesting and hopeful thing is that the educational colony, whilst attacking the problem on its moral and educational side, would be the best foundation for a co-operative organisation that would attack it on the economic side also; solving it for the children, it would be the best thing to solve it for the parents. For many of the unemployed we cannot do anything entirely satisfactory. By the colony, however, we can do something temporary, whilst making the children grow up practical, so that they, would very soon help their parents out of the trouble.

Apart, however, from these special considerations, it is of the greatest importance in connection with our subject that once an example of "colony education" is given it must spread rapidly for all. As educationists have always pointed out, the one thing above all that can enable us to develop a moral sense and character in the child is to employ it doing work that is of immediate and visible utility to its parents and elders. Such work inculcates in the child the ideas of

duty and loving service which are the foundation of the moral sense. Moreover, second only to play—if even second—helping do something useful is the joy of the normal child, if the work is suitable, and one only of the child's many occupations, for variety is essential—and exertion under the stimulus of interests is to the child what the sunshine and showers are to the growing plant. The child, in a word, needs play to develop it bodily, class-work to develop it intellectually, and useful work to develop it morally, to form its character and to develop in it practical intelligence. The latter is what the educational colony would give under the best conditions. Educational colonies, once started, would spread rapidly by reason of their educational value.

From the character—training point of view our present system is so bad that it is impossible that it should continue when people see how they might change it. To keep children continuous hours in class is fatal. It is, without exaggeration, moral poison to them to be kept doing work in which they are not in earnest, because the utility is not visible to them; it keeps them in a mentality of shirking instead of earnest application and of useful service. We realise quite well that our education system does not fit the children for life—and is, therefore, responsible for unemployment—but that is only one thing to be said against it; it is weak in the element that is immeasurably the most important from every point of view.

Hitherto we have looked upon this defect in the upbringing of our children as inevitable, because under modern conditions, fathers cannot generally take their children to work with them. We have, therefore, bestowed infinite care on evolving systems of education which, however excellent they may be from other points of view, have failed utterly because they are both artificial and unpractical. Now we see that we can re-introduce the vitally important element, the warp of education as Ruskin to-day, not less emphatic than Plato of old calls it. That is why many look upon the educational colony as the most hopeful thing at present on the social horizon.

The great thing being to keep the children interested, keen, and therefore in earnest, variety is of first importance. What is wanted, from every point of view alike, and clearly from our particular point of view, is a day equally divided between good and healthy play—an element of first-class importance, which should never be neglected—practical work and class-work alternating throughout, with a total of about three hours of each and one hour or so for home-study. Witzwil makes it clear to those who have studied it carefully, and know the reasons for its success, that, in a good modern colony organisation, children when ten years old, could earn appreciably, taking useful produce to their homes, and if employed in a colony organisation from the start, they would be practically as good as adults when they were 15 or 16. By this age, they would be able to take home produce of much greater value generally than the wage they would be able to earn could purchase and thus there would be no hurry whatever for them to leave school. Then the colony, with many experienced young workers, in no hurry to leave, and whose class education was proceeding at the same time, would be workable with a reasonable number of adults as teachers and supervisors. Thus it is that industrial progress has rendered natural education possible again. The children cannot now work "in association with" their fathers, but, in the educational colony, they could

work usefully with their elder brothers. The plan is, of course, applicable to the case of town boys, as we propose to illustrate in our country branch, and it is, in fact, in their case that the advantages would be most marked, enabling town children to spend most of their time in the country—one of the most valuable of its many valuable features.

The effect of the plan as regards cultural education would be simply to spread it over a longer period, which is the very thing needed to make it thorough. Thus many examples can be pointed to supporting the view that the children would progress at least as rapidly with three hours in class and one hour home study, under those healthy conditions as with double the period under conditions that are not natural to the child, and, therefore, not healthy. Apart from that, every consideration would be in favour of lengthening the school period under those conditions, and especially so in the case of the children of poor parents, to whom the good remuneration in kind the children would soon bring home would be of great value.

The advantages of practical education are so vital, and the educational colonies would be so immediately useful from many points of view besides that of education, that once an example had been given, these colonies could not fail to increase and multiply, giving abundant employment for educated men, productive and at the same time educational; solving in India and elsewhere the whole problem of the middle classes in the most useful and hopeful of all ways.

The immediate good such educational colonies would do is so great in fact, that the actual realisation of only a small fraction of them would be nothing short of epoch-making.

The Educational Colony in India—The "Calcutta University Plan".—Before describing my scheme, and in order to avoid making it appear quite Utopian. I shall say something about the extraordinary variety of the ways in which educational colonies would help the Indian middle classes, and promote the welfare of India generally, and, shall I hope, make it clear that whatever the difficulties may be, an adequate example must be given in India; and make it clear also that when a good start is made, men will be found to do the admittedly difficult pioneering work in the right spirit.

In the Report of the XIIIth Indian, Industrial Conference is a paper dealing with the manner in which the educational colony promises to lead to the establishment of an industrial system specially suitable to India. The colony is an industrial organisation possessing very great advantages, and advantages that could be realised very fully in India. It is, therefore, to be hoped that the educational application of the plan would be accompanied by commercial applications, and that each would react very favourably on the other, the commercial applications opening up very great and important possibilities, and opportunities of employment for all classes.

Calcutta University published a pamphlet dealing with this aspect of the educational colony scheme.

In Appendix Vol. VII of the Report of the Calcutta University Commission, and in that of the Bihar and Orissa Vocational Education Committee, are papers dealing with the educational colony as the most hopeful solution of the problem of popular education in India. In the first named report great emphasis is laid on the fact that educational colonies could solve the whole problem of middle class unemployment. *The Times Educational Supplement* has given strong support to this view.

Recognising these facts, the University of Calcutta established in 1919 a special department to study the plan, and in this it was followed by the Dacca University this year arranging for lectures about it. The Vice-Chancellor of both these universities—then Sir Asutosh Mookerjee in the case of Calcutta, and Mr. P. J. Hartog in that of Dacca—declared that after careful consideration, it seemed to be conclusively proved that the plan should be put into practical shape and given a thorough trial.

Fourthly, there are in India many people who would readily invest a little capital in small industries that would give them a very modest but sure income with some prospects. For people inexperienced, with little or no industrial training, to embark upon industrial, or agricultural enterprises is, however, a risky thing. But the hopeful plan, is evidently for such people to join together in colonies. In a colony organisation, they could have every kind of help, including technical advice, but arrangements for the sale of their goods could be made for them by experienced people, and they could manufacture parts of articles that would be completed in the colony, which is hopeful in many lines. In that very simple way, just getting such people together in a suitable place, where they could be helped and help each other, much could be done for the solution of the problem of middle class unemployment; helping people to do something successfully with their own money.

Here again, however, we find that an educational colony would clearly be the best point of departure. If we made the colonies educational we should put an important string to their bow, and they would be more attractive and safer in every way for those who joined. They would then be able to give many educated men the opportunity of earning a small salary by the side of their industrial earnings, which at first might, of course, be somewhat uncertain. Such colonies might easily be become technical schools of the best kinds, financed almost entirely with the capital of those who would gladly establish their industries in them. This plan also has been dealt with in the Report of the Calcutta University Commission and in the Report of the XIIIth Indian Industrial Conference, already referred to, and in considerable detail in the Calcutta University publications on the middle class unemployment problem.

In a word, the educational colony presents itself as a natural foundation for a number of organisations to do exactly what is wanted to solve the problem of middle class unemployment, also to help India's progress and promote the welfare of her people, and if such a statement seems exaggerated, one can point to the action taken now by two Indian universities for the propaganda of this idea as the best proof that it is widely held.

Turning now to the question of the Anglo-Indian and Domiciled European communities we find the colonies plan just as hopeful.

The only solution of the problem of many members of those communities seems to be to establish some industry and give them a homecroft and a half a day's industrial employment, in a colony in some climatically good place. A half a day's industrial work would not be intolerable, especially in colonies that would, in some degree, become educational organisations, so that the efficient workers would become instructors. The most hopeful feature of this as of all colony plans is that they would enable the children to help very early indeed towards the maintenance of the home, to their own great benefit. Many of the members of the communities for whose difficult problems we are seeking

a solution can scarcely be expected to adapt themselves well to industrial work. The hope for them would be in their children helping and being trained to be practical, and it is the children often who by, and by would restore the family fortunes. If such colonies became large, people working in them, helped by their well-trained children, would be able to save, so that, when they had gained experience and accumulated a little money, they would be able to have their own industries either in the colony itself or away from it.

Another plan that recommends itself in India is one that might be described as a six-months-in-the-year leave system; a system of either frequent or long periods of leave without pay, which the man would spend in a colony in a climatically good place, where his family would live. Under those conditions people might easily be better off than they would employed the whole year in their billet. In the colonies, of course, land would be either bought or taken on a long lease, to prevent increases of rent, rents would be very low, living would be cheap in every way, the children would be helping, and the families would be living at the minimum cost, under the best conditions for their welfare, whilst the man, during his period of leave without pay, would be earning to an appreciable extent in the colony.

This system would make a given number of billets provide employment to twice the number of people; the tendency would be for men when their children grew up, practically trained and really helpful, to leave their billets and settle in the colonies, with a view, perhaps, to accumulating some savings for some enterprise of their own, so that there is the possibility of this plan, by itself, solving almost the whole problem of unemployment among these classes.

It has also been suggested that such colonies in which the children would be healthily brought up and well trained, might soon be important as military colonies, and form a nucleus for a self-supporting European and Anglo-Indian army. Of this, however, it is sufficient to say here that after the plan had been very favourably commented upon in the military Press, the late Lord Roberts and Col. Pollock, the Editor of the *United Service Magazine*, were among those who publicly gave encouragement to the idea as one that deserves attention.

Thus, when we have demonstrated the possibilities of the educational colony, we may see our way clear to the solution of the problems of all these communities that now seem to present so great a difficulty. Experiments, however, along the lines of half a day at industrial work and half at homecrofting might, it seems, easily be tried separately, and I made a suggestion to that effect to those working for the relief of unemployed Anglo-Indians.

It seems about as clear as it is possible for anything to be in the domain of sociology, that each step would make another one easier, each one contributing in an important way towards the solution of the problem of unemployment. The question of the capitalisation of colonies has been dealt with fully in the Calcutta University publications

**Proposed educational colony connected with Maharajah Kasimbazar's
polytechnic institute.**

The pioneer colony I propose, as a branch of this Institute, will illustrate several of the applications of the plan. It will also be easier to combine several than to attempt one by itself.

It is important to bear in mind the fact that a pioneer venture of this kind is inevitably carried out under the most difficult circumstances. Once more we should need as pioneers people who would join us because they wanted to take part in a useful sociological venture and, by patient trying, to find out what is the best way to organise educational colonies.

Every member of the colony should have at least some idea of the immense strength a large colony organisation would have, so that whilst working strenuously in a small one as pioneers they would feel that they had only to demonstrate the value of the idea and larger educational colonies would be established where there would have larger prospects for all.

One of the simplest applications, of course, of the educational idea is to the case of boys who can pay, with whom earning would be desirable but not absolutely necessary. In such educational colonies as those we should need only "homecrofting" and teaching. The masters might have their plot of land to grow their own food upon, and work a half day as teachers for half a day's pay.

I propose, then, that we should have in our educational colony, first, sections, for mufassal boys, of the second, third and fourth classes of our high school, illustrating this simplest application of the educational colony idea. Mufassal boys would have every advantage in joining the educational colony branch. The hostel expenses would in any case be less, and their food cheaper than in any hostel in a town, and to some extent, at least, they would produce their food, and that is to say, earn in the colony.

The "country branch" boys might come to the Calcutta school for perhaps two days in the week to learn in the mechanical workshops, also to use geography and mechanics and other special equipment. They could bring most of their own food with them and be accommodated for the night in the class-rooms as there would, of course, be comparatively very few of them. Some boys of the "country branch", those for instance who wanted to learn some special industrial work, and later perhaps those in the first class preparing for their examinations, might come up to the town school for four days in the week for coaching; this, however, would only involve sleeping two nights in the week, and could be arranged for in the manner described above.

I propose also that the boys of our town school should be encouraged to go to the educational colony branch and spend as much time there as possible, arrangements being made there for the continuation of their studies. They, similarly, could, during the experimental stage, be accommodated at night in the colony class rooms. We should try to get the educational colony branch near to the town, so that it would be possible for town boys to go to it in the morning, spend the day, sleep the night and return home the next evening. In that manner the boys might take a good deal of their food from home, and two brothers, for instance, going on successive mornings and returning on successive evenings could bring their own and each others food from home, if the parents wished it.

This part of the plan, country school for town boys, is very hopeful indeed, but at the same time problematic, depending much on guardians, so I am mentioning it only as a thing we shall try and that, if successful, will be very valuable.

Thirdly, I propose that we should have two classes of our Free Elementary School, and about twenty-five boys of the working classes earning their maintenance.

In these cases we should give an example of the colony idea applied to educated men working half a day on industrial work, and the other half on their plot of land, whilst being connected with the educational establishment; earning, that is to say, their money income by their industrial work, and producing some of their food on their plot of land, but having the status of industrial members of the staff.

Fourthly, we want to illustrate the educational colony in which boys of the working classes would earn their maintenance and devote to elementary education whatever time is practically possible, consistently with self-support.

Colony methods and earnings.—We have numbers of brilliant examples of how the skilled "intensive" cultivator can get astonishing profits from very little land, and equally wonderful examples of how the unskilled can get their living, properly organised, and helped by modern machinery and modern methods; such writers as Krapotkine, and lately Smythe, have shown us the progress that has been made in intensive cultivation and "homecrofting"; but in connection with our pioneer colony everything would be problematic and experimental; we do not know at first what would be the skill of the colonists, nor to what extent it might be possible to use modern methods, and machinery. We shall have, therefore, to reckon on the well-known and primitive methods of the country for our pioneer colony, realising however that we should improve rapidly on them.

Starting with ordinary country methods, we have no really reliable estimates to guide us. Various opinions are held as to costs of production of different crops, but the estimates must be widely divergent, depending upon factors that are not alike in any two cases.

One thing, however, we know and that suffices is that, broadly speaking, the cultivator class certainly do not work more than about half their time to produce food for themselves and their families, even if we include earning the rent of the land they get the food from. In the first place we know that the cultivator in Bengal is hardly occupied at all, taking the year round, very much more than half of his time; and it is for that reason that a great propaganda is being carried out to induce him to take up so primitive an industry as spinning to have some occupation for the times when he is doing only odd jobs. By his part-time work the peasant produces a substantial amount more than food, for he has generally to produce things to sell to get money to pay interest on his debts, representing often a heavy charge and he has to earn money for various other expenditure, useful and otherwise.

In another way we see the same fact proved. A maund of paddy costs from 1-8 to 2 rupees to produce. A small family might need thirty maunds a year. The cost of its production would then represent 45 to 60 rupees. Now, without going into any details as to the parts of the work done by men, women and children, and bullock work, we see at once that sum represents little more than a quarter of a year's work, the Rs. 1-8 to Rs. 2 being based on an estimate of six to eight annas a day for labour. This would leave an ample margin for other articles of food being produced by the estimated half year's labour.

Standards of living make little difference in these calculations, our colonists would get a greater variety of food simply by cultivating more things. They would have some great advantages from the first. There would be at least the consolidation of holdings which is of very great importance. Many vegetables and fruits are grown with next to no labour on land situated round the dwelling, and, of course, a colony would give all its colonists conveniently situated land. Finally, to some extent, we should employ labourers, diminishing the work the *Bhadralok* boys would have to do themselves; that is to say, that to some extent they would be working like capitalist farmers, taking more land than they require to produce their own food, growing a surplus to pay labourers to do certain parts of the work. This, however, would be done to a small extent only, as our colonists, in the first place, would not be capitalists, and in any case it is difficult to get enough either of land or of labour, and still more difficult, perhaps, to supervise it effectively if one can get it; for every reason we should reckon on the boys led by their masters doing as much of their own work as they could.

Organisation of work.—It is necessary to assume that the masters and boys would not be able to do the work with bullocks, there are prejudices about it and, of course apart from that there is the question of the necessary skill. I propose, therefore, that we should have, among the working-class boys earning their maintenance and learning industrial work, a number who had been brought up upon the land, and who would help in the field-work that middle class men and boys could not do.

For the work on the land, I propose that boys should be organised in groups of about five, with a group-master whose duty would be not only to direct them in the work, but systematically to make it educative.

The group would, of course, consist of the master's own sons who were of an age to work, supplemented by other boys from the colony, and it would have generally to produce food say for the master, his wife, perhaps a non-working member of his family, say a couple of young children under working age, and its five boys. Boys of working age consume practically as much food as an adult, so that it would be safe to allow that the group would require four seers of rice a day, to produce which six seers of paddy would have to be grown, representing sixty maunds a year, making all necessary allowances. In Western Bengal, it might be reckoned that six bighas of transplanted paddy would be necessary for this, cultivating by primitive methods.

We might reckon that the labourers would do one-third of the work and take for the help they would give, one-sixth of the total produce. On this account we should allow, roughly speaking, one additional bigha, seven in all, and one, perhaps, to grow pulses, fruit and vegetables on whilst the rice, main pulse crops and other crops were on the land.

On a general estimate we might say that, allowing for the fact that the group of six would have only one family to provide for—they would have to work about one quarter of their time to produce their food. This allows us something on the side of safety as the three hours a day we are estimating for practical work represents nearer half a day than a quarter.

But it has to be borne in mind that agricultural work comes by rushes, and at the start, considerable help could be had at the busy times from volunteers from among some of the town school boys who have a taste

for country work. This would be an important factor in a pioneer venture. In any case, however, it would be necessary to take care that at least half of the boys have some knowledge of field work, as evidently if all were ignorant the difficulty would be too great.

The group-masters will have to look upon themselves as educators in every sense, and to make it their duty to lead the boys in diligent work, setting them an example, giving the pace by working themselves. If they try to take the role of mere supervisors, demoralisation of the whole group will evidently result. Special plans will be followed, such as stopping for five minutes in every hour, or in every half hour for instruction, in the course of which some subject will be presented to the pupils to think about, or something to memorise, so that consciously or sub-consciously, their minds will be kept at work whilst their bodies are performing mechanical tasks. It is quite likely that the systematization of short stops for instruction during field work days would result, through the conscious and sub-conscious action of the mind, in boys learning as much in a day spent in field-work as they would in one spent in class.

In this connection we must look to the well-known examples of how workers engaged in purely mechanical tasks, but working in such a way as to render conversation possible, have become, in some cases, noted for their intelligent knowledge of subjects of public interest, due to their conversation whilst engaged in their work.

There is also the plan, which is a very old and well-known one of accompanying certain kinds of mechanical work with songs containing things that it is desired to impress on the memory of the pupil.

The spirit of the colony, that should be shared by all teachers and pupils, should be one of determination to show that educational colony boys would grow up stronger in physique, healthier, more active, and making as good progress with their studies, as boys attending class in the ordinary manner. Our pioneers giving this demonstration would be doing work that would be of the greatest sociological value.

We have demonstrated in our Polytechnic Institute the fact that, although boys and masters alike show but little zeal at first for the practical work, they take increasing interest as time goes on and of course the more results they see from it the sooner the attitude of apathy gives place to one of zeal and interest.

Colony Earnings.—We might reckon, in general terms, that it would be worth fully Rs. 20 a month to the group master to have his rice, pulses, vegetables and fruits from the colony, in addition to this, by living in the colony, his general expenses, rent and others, would be diminished by fully Rs. 10 a month, as compared with the cost of living in a town. He would live in a house that would be extremely cheap but in pleasant surroundings; he would be in a place where the few articles of food he would have to buy would almost sure to be cheaper than in the town. Taking all into account, one could hope that a man receiving up to Rs. 60 a month would be better off in the colony with half the salary and working half his time as a group-master; and that is by allowing only for the most primitive methods of work.

Special Crops and Market Gardens.—It will be said that, at the beginning, a colony would be likely to earn much more by specialising in certain paying kinds of cultivation and this very likely is true. Special crops generally require considerable amount of knowledge, as

regards their cultivation, and sometimes also as regards the best way of producing them for market, but there are great possibilities in this way for colonies, as they could subdivide the work among different members, and could have well-qualified people to direct and instruct, and might have advantages also as regards marketing.

I have thought it best, however, not to count upon these possibilities and have, therefore, reckoned for the production of rice and pulses simply, but the cultivation of the more paying crops will undoubtedly be tried, and boys will be given the choice as to whether they work in market garden groups, or in what we might call farming groups, which might be similar in composition.

The boys going home daily, or every other day, would take market-garden produce with them. The Municipal Free Elementary School boys work only two and a half hours in school and, therefore, would have plenty of time to work in a market-garden.

With estimates for market gardening we are as much in the domain of uncertainty, and sometimes of unreliable theory, as with all agricultural estimates. In both cases, however, certain broad and well-known facts can guide us.

It is held that, with an outlay of between fifty and hundred rupees a bigha to prepare the land, and then a further capital expenditure, perhaps a hundred rupees in the case of vegetables, and three to four hundred in the case of flowers per bigha, market gardens can be created which, after the first year, may yield three hundred rupees worth of flowers, fruits, and vegetables in good rotation per bigha. Generally speaking these valuable crops are more certain than the less valuable ones because, growing on little land they can be irrigated if rain fails.

Including all permanent and occasional labour, it is reckoned that four men can cultivate ten highas intensively. We might, therefore, reckon that it would be possible for each to earn fifty rupees a month. Some will reckon at higher rate but those higher rates depend on a great number of factors being favourable. In any case, however, market-gardening ought to be developed in the colony first because it should be a paying branch also because the boys going home daily would earn good profit as distributors taking produce with them.

Industries.—In connection with the pioneer education colony, estimates are of course mainly for illustration, and often would correspond very little with what would actually be spent. We shall have first to get the help of the Government to acquire the land, then obtain from the Government, the Corporation or some competent private body, a guarantee of a certain amount of support for some industry or industries in the colony, and when we have that guarantee we foresee that there will be no difficulty about the industries being established in some way or other as a business proposition. It would be safer to establish industries in the colony than anywhere else and in many ways better. The industrial colony idea we hope, would be among the valuable illustrations we shall give at once.

In order, however, to make my estimate more complete, I am appending the figures here for a small match factory, in which there would be employment for about the number of men and boys I am reckoning for in our pioneer venture.

As regards industries generally, we have to consider that the high school would occupy about six of the twenty *Bhadraloks* we are reckoning for—half time and half on their land. The elementary school would

occupy in the same way two *Bhadraloks*—the elementary school teaching being only half time work. The other twelve *Bhadraloks* would earn their money by industrial employment and work on the land, but they would be connected with the educational establishment, the boys, however, would help them and they teach the boys; it would be mutual in their case.

Land and Buildings.—It would be quite misleading to make an estimate for an educational colony, which is at the same time an industrial colony and a garden suburb, as we would make one for an ordinary educational establishment.

It is evident that when we had secured the land that would be necessary for an educational colony, and had put up on it the houses with gardens and other buildings we required, the whole in the vicinity of Calcutta, it would be commercially valuable property that could be well secured on good debentures. One has not, therefore, to consider the necessity of raising funds as one would in the case of an educational establishment of the ordinary kind.

The site will, of course, have to be well chosen, and it is evident that there will then be many people, as for instance pensioners, who will want to live in the colony, or at least to have a house there that they will go to occasionally and such people, who would often have some knowledge that would be useful in the colony, might be in more ways than one, be a great strength to it and among other things, enhancing the value of the colony estate by helping to develop it. Moreover, as already mentioned, the garden suburb is the other hopeful remedy for unemployment, and one of the most useful things we wish to give an illustration of.

There is, of course, very great elasticity as to the amount of land we require. If we have more land we shall be able to have more farming and market gardening groups, if less land fewer of them, and employ more boys in industries.

It would be desirable, however, to have sufficient land for the twenty agricultural groups of five boys each that our high school boys could form. According to our above estimate that would represent 160 bighas. We should want also, say, sixty bighas for market-gardening for boys of the elementary school; say, twenty for the working class boys working in the industry, and another fifty bighas for garden city and industrial colony developments, which are most essential; say three hundred and fifty allowing for sites for school buildings and hostels and for town boys coming for the day.

For a minimum useful colony one might have one high school class instead of three, requiring then only fifty bighas, one class of the elementary school requiring thirty bighas, ten bighas for the industrial boys, and fifty for garden suburb and industrial colony development, total, say, 150 including everything.

If, however, satisfactory land were too difficult to get near the town, it might be much better to have several educational colonies illustrating different applications of the idea, though it would be very much better to combine them if possible.

It is evident that a country branch for our town school, that our boys could go to in rotation to do some gardening work, would be very useful even if it had only twenty bighas of land.

As regards the elementary school "vacant lots" near the town—land not required at once for building purposes—could be used to give a very useful illustration.

An endeavour should be made, to give a practical instance of a garden suburb on however small a scale. The garden suburb would naturally contain the country branch of our school.

If the plan were carried out in little bits we should want a real educational industrial and agricultural colony wherever we could get the land. The Modern Co-operative Agricultural Association has been formed to carry out this plan. As regards land, then, we might sum up by saying that 350 bighas would be the minimum for a really useful experiment, 150 would do, however, to give some illustration but below that it would be better, perhaps, to have separate illustrations of different applications, and that in any case, it would be very desirable indeed to have, somewhere or other at a distance from Calcutta if not possible near it, an adequate illustration of an educational industrial colony.

Buildings.—Reverting now to our original plan, that is to say, three sections of our high school classes, two elementary-school classes and twenty-five industrial boys, with land enough for boys from the town to be able to go out to the country branch, we should need the following buildings:—

First, hostel accommodation for a hundred boys.

We should propose at first, in the educational colony, *katcha-pacca* single-storied buildings, which might cost two rupees per square foot of plinth area. If we allow 75 sq. feet for each boy, those hostel buildings would cost about Rs. 15,000 to which we should need to add Rs. 500 for servants' quarters and latrines.

A school building would be required for the high school classes, allowing 10 sq. feet for each boy, and hundred boys, this would cost Rs. 2,000.

The elementary school boys might, as in our town branch, use the high school class rooms in the early morning. If, however, we had some town boys, both high school and elementary school sleeping occasionally in the colony—which we should want very much to have—it would be necessary to have another school building of about the same size and cost, which would serve as a dormitory for these boys.

As regards accommodation for the teachers, we have to consider that, normally, an educational establishment does not have to house its teachers, and, therefore, though we may reckon for dwellings for them, they would not be properly chargeable to capital expenditure but to items for which debentures would have to be issued.

We might calculate for ten out of the twenty *Bhadraloks* being married, and having their families in the colony. For them we might allow ten bungalows, *katcha-pacca* built, of, say, for 400 sq. feet plinth area, costing thus about Rs. 800 each. For ten unmarried *Bhadraloks* we might reckon cubicles of 120 sq. feet each, costing Rs. 2,400; out-houses to all the above might cost another Rs. 1,000.

In addition to this, we might allow for two similar bungalows, say, another Rs. 1,600 for offices and Superintendent's quarters, another Rs. 400 for their out-houses, stores and other buildings.

For the industrial boys we might allow Rs. 400 for dormitory accommodation. We might, therefore, calculate that a little over Rs. 30,000 would have to be spent on buildings, but that it would certainly not be looked upon as money spent on an educational venture, for it would be in connection with industrial and agricultural undertakings that would pay as such, including paying their rent and moreover, that, the buildings would be so situated that they would in any case be commercially valuable and, therefore, property for which debentures could be issued.

Once more, the above can be given only as a general guide and in actual practice many factors would come in to modify all our estimates.

Agricultural Capital.—The agricultural capital should be provided by the groups themselves. This would be best in every way; it would give them the proper sense of responsibility; the boys might pay their hostel charges at first at a low rate, and their earnings would then be creditable to them to pay their small capital contribution to their group.

On leaving, of course, each boy would get his capital back. At a very rough estimate this capital might be anything from Rs. 50 to Rs. 100 or more each according to the kind of cultivation the group is engaged in.

In general terms, this might mean that, for the first year, boys would pay their small hostel fees in full, and after that time, when their agricultural earnings were credited as a set-off to those fees, they would pay very little indeed, and have a sum to come to them on leaving.

Estimates for industries.—The following estimate for a small match factory yielding 150 gross of match boxes per diem is given. This being an industry that might be suitable and that in any case will give some sort of guide as to the cost of establishing such an industrial establishment as a colony of this kind and size would require.

Machinery.

				Rs.
1 Sieving machine	...	...	...	275
1 Levelling machine	...	...	...	175
1 Frame filling machine	...	...	...	1,250
1 Emptying machine	...	...	...	650
1 Box-labelling machine	...	...	...	300
1 5-H.P. oil engine	...	...	...	700
Shafts and belting	...	...	...	250
Total				3,600

Appliances and furniture.

	Rs.
300 Trays for emptying frames	600
300 Frames at Rs. 3 each	900
25 Phosphorus frames at Rs. 4 each	100
10 Racks with wheel at Rs. 35 each	350
Furniture	250
Carpenter's tools	60
Total	2,260

Buildings.

Drying rooms 9' x 12' x 10' with two chimneys, <i>pucca</i> built	1,000
Machine shed 20' x 18'	800
Dipping and paraffining room, store room, chemical stores	600
Shed for filling boxes*	550
Packing case machine	200
Total	3,150

Working capital.

Working capital	2,000
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Recapitulation.

Machinery	3,600
Appliances and furniture	2,260
Buildings	3,150
Working capital	2,000
Total	11,010

* It is assumed that the boxes ought to be made outside on contract which is the ordinary practice.

Cost of production of matches Rs. 1/12 per gross, using foreign splints.

Selling price of matches Rs. 2/8 per gross.

Profit annas twelve per gross.

Establishment.

Five machinemen, 2 machine attendants, 2 paraffin dippers, 3 match dippers including chemist, 2 side painters, 25 boys to fill boxes, 1 cooly, 1 mechanist, 2 carpenters, 1 Manager.

Dated Padmapukur., the 6th June 1923.

From—BABU UMESH CHANDRA BANERJEE, ex-Secretary and Auditor of the Bengal Provincial Railway Co., Ltd.,

To—The Secretary, Unemployment Committee, Bengal.

With reference to your call for replies to the questions published in the *Englishman*, dated 7th May last, on the problem of unemployment among the educated middle class Bengalis and Anglo-Indians, I have the honour to state as follows:—

I. In my opinion the principal causes of the present state of unemployment among the educated middle class Bengalis, etc., are—

- (a) That since a long time the members of several educated middle-class Bengalis, such as, Bramhins, Baidyas and Kayasthas, were mostly depending on services in the employ of the Government, the Railways, the zamindars and the general merchants. In the present days numerous members of the other classes than the said three have turned up for employment in those services, although rooms there have not been practically increased in equal number of the candidates turned up. Increase in the number of Anglo-Indian citizens and the tendency of employing ladies in office works have also caused the increase in the number of unemployed Anglo-Indians and educated middle class Bengalis to a considerable extent.
- (b) That the present system of training and education in the modern schools and colleges make mostly candidates for clerkship. The pupil of the general line fresh from the schools and colleges generally hate other professions and prefer clerkship. This no doubt speaks of the deficiency in the mode of the training and education in the modern schools and colleges. With the spreading of such training and education among all classes of Bengalis the number of candidates for clerkship has gone up very high while the number of employments has not been equally increased.
- (c) That the present tendency of employing members of the other Provinces in the Civil, Military, Railway and other services of this Province has caused a number of employments to be seized by a good many non-Bengalis, leaving the equal number of the inhabitants of this Province out of employment.
- (d) That the informations of the vacancies and new employments are not being properly advertised.
- (e) That the financial state of the educated middle class in general has been very unsatisfactory and so these people cannot try for any other profession than clerkship.
- (f) That the money market being very dull there is no public spirit to lay out capital in new businesses such as agriculturing, manufacturing, farming, banking, conveying, etc., to create new employments and provide the unemployed.

II. I would suggest the following to be remedial measures for solving this problem:—

- (a) The present tendency of retrenching the establishment of all the departments by reducing the number of employees already engaged should at once be stopped. Practically the

volume of works having not been reduced, any reduction of staff will compel those who remain, to work very hard. To effect the necessary reduction of expenses as recommended a fresh Committee should rather be appointed by the Government to devise means as to what percentage of the increment allowed at the hard time of War can now be reduced. The living of the employees can be made cheaper if the accumulation of the employees at Calcutta be divided among the suburban towns facilitating their conveyance by motor transport service or existing railways and steamer services.

(b) The help of the Government to induce starting new business of agriculturing, manufacturing, farming, banking, conveying, etc., in the different centres of the Province, specially to develop the Sundarban areas now cleared and made ready for regular living and making businesses by—

- (i) rendering necessary help to create more markets throughout the Province and to divide the congested business of Calcutta among those markets keeping proper communication with the centre of business at Calcutta;
- (ii) opening light feeder railways, steamer lines, motor launch lines, and telegraph and telephone connections in the areas still untapped;
- (iii) establishing small branches of the Imperial or other Banks to help the start of the said businesses by the public;
- (iv) lending money to start new industrial businesses under suitable agreement with the Government;
- (v) helping public bodies to secure necessary lands for the new industries, and
- (vi) helping such informations of employments being notified through special vernacular gazette at each thana and post-office to the public.

(c) The help of the Government to provide first the inhabitants of the Province in the Provincial Services in all departments including Railways, etc., by Law.

(d) The help of the University and the Government combined to train up the pupils with proper technical education side by side with the general education they get from the very beginning.

No. 166M., dated Malda, the 6th June 1923.

From—BABU RADHIKA LAL SATIAR, B.L., Secretary, Malda Bar Association,

To—The Magistrate of Malda.

With reference to your memo. No. 2127-36, dated the 10th (18th) May 1923, forwarding certain questions, on the subject of unemployment

among the educated middle class Bengalis and Anglo-Indians suggested by the Secretary, Unemployment Committee, in his letter No. 209 U. C., dated the 4th ultimo, and calling for an expression of opinion thereon, I have the honour in consultation with some leading members of my Association to make the following observation :—

The causes which have brought about the present state of unemployment among the educated middle class Bengalis are manifold and cannot be adequately dealt with in the limited scope of this letter. They can, however, be briefly referred to under the following heads :—

(a) **Decline of village life.**—The once smiling villages of Bengal are not now what they were in the last generation. Why the middle class Bengalis are so anxious to flock in the town leaving behind their village home is not far to seek. The sanitary arrangements of the villages are not at all what they should be. The roads are insufficient and bad, hardly passable in the rainy season, drainage defective giving every facility to malaria for making there its permanent abode. Adequate medical aid can hardly be found. These are some of the disadvantages of the present village life which compel the middle class people to shun it in favour of town life hankering after service which they cannot be expected to get. Deprived of the presence of the young educated men in the villages, the village administration has completely collapsed; the nice arrangement of division of labour hitherto in vogue in villages is no longer seen. Those who were once successful potters or washermen are now probably indifferent masons. Thus every thing has turned topsy turvy.

(b) **Education.**—The present system of education is also to a considerable extent responsible for this state of unemployment. The University education is mainly literary and the youths who are being turned out year after year by the University are not always successful in securing service or prospect in the profession of law as the bars are gradually getting crowded, the supply being far in excess of the demand. These disappointed youths who would otherwise have done much good in pursuing agricultural or industrial occupation in their village home, waste their life and energy in the town sighing for service or vainly hoping for future prospect in the profession.

(c) **Character.**—With the contact of the Western civilization and mainly under the influence of the materialistic ideas, the old ideal of plain living and high thinking is no more. The character and taste of the people have suffered a change in consequence giving rise to a widespread discontent. Artificial wants in dress, food and drink have been created which the generality of people are not in a position easily to supply. People would seem to appear what they are really not, and they have become indolent, ease loving hankering after the greatest good with the least trouble.

(d) **Mentality.**—These people are generally over-prudent; they would always refrain from taking risk. If they have any capital to spare they will either advance it on good security, invest in purchase of landed property or deposit in some reputed bank rather than invest in some profitable enterprise, agricultural or industrial involving some risk. This sort of mentality greatly stands in the way of agricultural and industrial development in the country. Thus Bengal lags behind other provinces of India in such improvements.

These being some of the causes the following remedies may be suggested :—

(1) Entrance into the portals of the University should be restricted only to meritorious students. A special test should be resorted to for the purpose. In college hostels and attached messes students should be required to live as far as possible the life of *brahmacharin* of old eschewing all sorts of unnecessary luxuries.

(2) Improvements of villages should be undertaken. There should be good roads, proper drainage, adequate pure water-supply and provision for sufficient medical aid within reach.

(3) Many candidates fail to get admission into medical schools. As medical practitioners are greatly needed in the villages some provision should be made for imparting cheaper medical knowledge by starting more medical schools in important districts of Bengal.

(4) People should be encouraged in undertaking agricultural and industrial pursuits. Cottage industries should be revived. This seems to me the only way out of the difficulties.

No. 279, dated Malda, the 5th June 1923.

From—KHAN SAHIB ABDUL AZIZ KHAN, B.L., Secretary, Malda Muhammadan Association,

To—The Secretary, Unemployment Committee, Bengal.

With reference to your letter No. 497-D. I., dated the 5th May 1923, I have the honour to state as follows :

Question 1.—(I) The chief cause of the present state of unemployment among the educated middle-class of Bengal is their dislike and aversion for any manual labour which they as a rule consider it derogatory to their supposed dignity to engage in. This is due mainly to the caste system prevalent amongst the Hindus which to some extent has been imitated by their neighbours the Muhammadans and which makes men of the higher grade of society look down upon physical labour, especially cultivation, which after all is the main-stay of the people of this province.

(II) One of the causes which is responsible for the unemployment grievance is the present faulty system of education under which the higher goes the education the stronger grows the contempt for manual labour.

(III) Yes. The limited knowledge as to any but a few well-known fields of employment is one of the causes of the unemployment of the educated middle classes especially those residing in the mufassal. The secrecy with which vacancies in the Government employment are often filled up leads to the undesirable influence of nepotism being brought into play making offices rather as family organisations at the expense of efficiency.

(IV) The financial condition of the educated middle-classes is far from satisfactory and is no doubt one of the fruitful causes of the unemployment grievance.

(V) There are other causes chief amongst which are the indolent habits, want of enterprising spirit and mutual distrust of the people of this province.

Question 2.—(I) It is very difficult to suggest an immediate relief of the unemployed whose number has of late increased to an alarming extent. All considerations under this head point to the establishment of a fund liberally subsidised by Government.

(II) The prevention of aggravation of the evil of unemployment lies in my opinion in reducing the number of Arts Colleges and higher class schools of the province but at the same time providing for the higher education of backward communities such as the Muhammadaus and the backward classes of Hindus.

(III) The remedial measures which will bear fruit in future should be the following :—

- (a) Establishment of numerous technical schools throughout the province.
- (b) Establishment of model agricultural farms and training of agriculturists on scientific principles.
- (c) Extension of co-operative societies.
- (d) Vigorous training in domestic economy as a branch of primary education.
- (e) Inculcating the noble idea of the dignity of manual labour upon all classes of people.
- (f) Wide publication of notices of vacancy arising in any office of any post high or low under Government.

Dated Calcutta, the 7th June 1923.

From—M. N. GHOSE, Esq., Secretary, Calcutta Technological College,

To—The Secretary, Unemployment Committee, Bengal.

In reply to your circular letter No. 375 U. C., dated the 4th inst., I beg to state as follows :—

Of the causes of unemployment among the educated middle class Bengalis, early marriage seems to head the list. Short longevity of the parents or guardians is no less responsible for the present state of unemployment. Bengali youths are often married while still students, and before they come out of colleges and settle in life, death of their parents compels them to take to any job that comes before them. Thus they get no time to train themselves properly nor can they wait for better opportunities.

The income of this class of people being very small, the boys are ill-fed and hence they fall easy prey to several diseases. This makes them averse to physical labour of any sort.

The system of education provided for in the Calcutta University makes them fit for clerical or similar work only, some of the posts again are very limited in comparison with the number of so-called educated people.

Of the professional education, law, medicine and civil engineering are taught to certain extent but the number of students admitted there being very small and the educational cost heavy, middle class people cannot generally get much advantage of same.

Immediate relief could be afforded to the unemployed Bengalis by taking them to agricultural and commercial pursuits. Almost all the families in Bengal have got landed property. If the educated youths can combine themselves and follow scientific method of agriculture they can soon better their position.

Along with agricultural improvement, industrial and commercial developments are bound to come. For these, suitable institutions should be started at once.

To prevent the state of unemployment in future, it is first of all necessary to make members of the community healthy. Health will bring in wealth and *vice versa*.

Dated Dacca, the 4th June 1923.

From—K. MOHAMED AFZUL, Esq., Member, Legislative Council,
Bengal,

To—The Secretary, Unemployment Committee, Bengal.

Opinion and answers to questions regarding unemployment.

I. The principal causes of the present state of unemployment among the educated middle-class Bengalis are :—

- (i) those inherent in the members of the classes :—(1) There has been an old prejudice, though now dying out, against rough manual work, specially work demanding great physical exertion. (2) Their physical equipment is poor, the standard as well as the cost of living has increased greatly in recent years but there has been no proportionate increase in their income. Necessary consequences are mental strain and worry, malnutrition, ravages of malaria, lowered vitality causing further restriction of employment.
- (ii) the existing system of education is mainly cultural and literary and pre-disposes one to such pursuits. The supply is yearly exceeding the demand in employments demanding cultural education. People other than middle classes are also taking occupations, hitherto the close preserve of the *Bhadrolaks*. The number swells every year. Technical and professional institutions have not been proportionately expanded to relieve the situation. Employment outside Bengal is steadily restricted, Assam for Assamese, Bihar for Biharies, etc., while Bengal remains the happy hunting ground for all provinces.
- (iii) there is no lack of information but there is more lack of opportunities. All existing avenues are being ransacked but “what to do with our boys”? is an absorbing topic of the day. There has never been to my knowledge any dearth of candidates in institutions and places offering facilities for such employment. A few only out of many who apply can be admitted.
- (iv) a reaction against the prevailing literary education is noticeable but the provision of technical and vocational education is expensive and cannot be undertaken by the people unaided. The financial condition of these communities also, will not permit in the majority of cases, to give expensive courses of training to their wards. Technical and Vocational Schools, should, as far as possible, be self-supporting. The pupils should be able to pay a part, if not the whole cost of education, by their labour.

II. Remedial measures.—It is a big task to give immediate relief to the vast number of the unemployed middle class. Indianisation of the services and of the Army. Financial and technical assistance to the starting of small home industries, provision of banking facilities, agricultural settlement, like that proposed by Captain Petaral, etc., are some of the measures that may relieve the situation to some extent. Emigration to other suitable countries may also be fostered.

(ii) and (iii) More facilities for technical and vocational education should be provided at each stage. The curriculum of all schools should be so arranged as to give a vocational bias to all pupils, some form of hand and eye training should be included even in the lowest stage. Some form of protection to nascent industries and the measures enumerated in the first paragraph, if steadily pursued, may prevent an aggravation of the present state of unemployment.

Dated Calcutta, the 8th June 1923.

From—J. C. GHOSH, Esq., Principal and Honorary Secretary,
School of Chemical Technology,

To—The Secretary, Unemployment Committee, Bengal.

Causes of the present state of unemployment among the educated middle class Bengalis and Anglo-Indians with suggestions as to remedial measures to meet the present situation, as also to prevent its aggravation or recurrence in future as far as possible.

Causes.—(i) *Those inherent in the members of the classes.*—

(a) A false sense of dignity which the members attach to office and administrative work requiring literary qualifications.

(b) Disinclination of these members generally to accept manual work.

(c) The idea that a literary education at a local University is the only road to progress and advancement in society. This idea is especially encouraged amongst Bengali Hindus by the marriage dowry system.

(d) The general physical deterioration of the people of Bengal (Anglo-Indians and Indians) owing to climatic influence, disease and poverty, all of which act and react on one another.

(ii) *Those resulting from the existing system of training and education open to the members of the classes.*—(a) The unpractical character of the present literary qualifications as provided by the existing schools and colleges without dilution with a course of manual and business instruction, the defects being pronounced by inducing a feeling of helplessness in any domain other than literary.

(b) A lack of conception as to the importance of a practical course of training and absence of provision therefor under the present system of education.

(c) Excess of supply over demand in teaching, clerical, administrative and in other learned professions.

(iii) *Those resulting from absence of information as to any but a few well-known fields of employment.*—Vide (c) under (ii).

(iv) *Those resulting from the financial state of the members of these communities.*—Inability of parents in the majority of cases to pay for adequate literary, technical and technological education and to start their sons in business.

(v) *Those resulting from other causes.*—(a) Lethargy.

(b) Want of character.

Remedial Measures.—(i) (a) and (b) Official and social recognition of the dignity of labour in every possible way, namely—

- (1) by enfranchising the labouring classes;
- (2) by allotting votes to them and by reducing the standard of the franchise so as to take them as voters;
- (3) by the opening of technical and agricultural institutes;
- (4) by the holding of industrial and agricultural exhibitions especially in village centres; and
- (5) by the encouragement of indigenous products by a larger purchase of them wherever available.

(c) Social boycott of higher literary education except in the case of wealthy people.

(d) Co-operative movements.

(ii) (a) Compulsory combination of manual and business training with literary curriculum in the primary for agricultural and industrial workers, also in secondary and University education, thereby enabling the passed student to have the advantage of some suitable form of manual or business training.

(b) Establishment of technological institutes and their co-ordination with secondary and University education.

(c) Recognition generally of the principle that a son should ordinarily follow his father's profession in the case of Anglo-Indians and Muhammadans; re-affirmation of *Barnasram dharma* in the case of Hindus, the highest kind of education being open to all caste peoples (barbaras, sweepers, tailors, potters, cultivators, etc.) in technological work; official disavowal of literary training in highest and most desirable type of education.

(iii) *Vide* remarks against (c) under (ii) Restriction of higher literary education by the levying of a higher rate of fee, maintaining scholarships for poor and really deserving students and the encouragement of apprenticeships for boys and girls from the age of 14 in communication with commercial, industrial and trading firms.

(iv) Encouragement of the principles of co-operation by the establishment of a network of co-operative societies, resulting in the institution of scholarships, factory and farm schools, educational colonies and business apprentices.

(v) (a) Establishment of free primary schools and compulsory education up to the age of 14 by legislation.

(b) Extension of social service work, cinema shows of educational and moral value, play grounds, sports, clubs, associations, reading rooms and other amenities designed to provide elevating recreations.

N.B.—Details and further information may be added if evidence is taken.

No. 158, dated Bansberia, the 6th June 1923.

From—BABU BISHNU CHARAN MUKHERJEE, B.A., Chairman, Bansberia Municipality,

To—The Secretary, Unemployment Committee, Bengal.

With reference to your No. 68 U.C., dated the 3rd May 1923, *re* unemployment among the educated middle-class Bengalis and Anglo-Indians, I have the honour to submit the following for your consideration. As I had no opportunities of studying sufficiently the question of unemployment among the middle class Anglo-Indians I shall deal only with the causes of unemployment among the educated middle-class Bengalis and the remedies that I think necessary for the removal of the present evil. I shall follow the questions drawn up and forwarded with your letter.

Causes.—(i) *Those inherent in the members of the classes.*—I do not find any inherent defect in the educated middle-class Bengalis to which the present state of unemployment among them may be said to be due.

(ii) *Those resulting from the existing system of training and education open to the members of the classes.*—The existing system of education open to the middle-class Bengalis is defective, vocational education has almost no place in the present curriculum of studies. A boy thus nurtured only in abstract thoughts and theories and without any opportunity of gaining practical knowledge in the most useful things of life, can scarcely be expected to be a good and hard working member of society. As he enters the world with his chimerical ideas, he is confronted with the rigid facts of life. He is disappointed and turns out to be a discontented youth. He loses faith in his own powers and is apt to find fault with others in order thereby to maintain his own position.

(iii) *Those resulting from absence of information as to any but a few well-known fields of employment.*—An educated middle-class Bengali if he has no patron or *murubbi* can not easily find an employment even as a clerk. The want of an information *Bureau* with branches in each district is keenly felt, for vacancies in offices or other places are now mostly filled up by the relatives of the employees and a more needy person has scarcely any chance of admission. The information *Bureau* ought also to supply all possible informations as to places where boys can train themselves in useful profession and industries.

(iv) *Those resulting from the financial state of the members of these communities.*—An educated middle-class Bengali when he leaves his school or college, has scarcely any money to start an independent business for himself. The family having spent much on his education, cannot in most cases advance him any further money. Education has become so costly that many of the families are ruined in their attempt to get their children educated and a financial collapse increases the number of unemployed in the family, which can not bear even the preliminary expenses for the final equipment for giving them a start in life.

(v) *Others.*—Those resulting from the influx of persons of other provinces and places in Bengal. Calcutta is the seat of trade and commerce and was once the Capital of India. Many capitalists from other provinces have therefore come and in many cases the Bengalis have been ousted from their fields of business. The trade and commerce of

Bengal are now mostly in the hands of persons coming from outside Bengal. These persons in many cases employ men of their own nationality.

2. **Remedial measures.**—(i) *There should be committees in important centres.*—These committees should have registers of all the unemployed. They should be in close touch with all the places of employment and try to provide each unemployed, the most needy being given the first help. Advance of money should be made to some of the unemployed which however should be recovered by monthly instalments as soon as they begin to earn.

(ii) *The prevention as far as possible of an aggravation of the present state.*—(a) The attention of the educated middle-class Bengalis should be turned to trade and commerce. This will prevent the overcrowding of offices and other places. An immediate change in the system of training and education has become imperative and the introduction of vocational education has become an absolute necessity. This will help the production of articles necessary for ordinary use, and Bengal shall not have to depend on others for supply of such things.

(b) The employment in offices and other places of persons of other provinces in such cases where economic conditions permit should be at least temporarily prohibited. Behar is now for Beharees, the United Provinces is for the people of that province but Bengal is for all. I am of opinion that so long as the present bar against Bengalis exists in other provinces, Bengal should have such a bar against persons of those provinces. This will to a great extent remove the tension and give employment to a great number if not to many.

(iii) *The prevention of a state of unemployment of these classes in future.*—Other avenues of employment such as the military and the naval service should be opened for the educated middle-class Bengalis, so that there may not be such a rush for clerkship. The minds of the educated middle-class Bengalis should be turned to trade and commerce to agricultural pursuits and to the necessary industries of the land.

No. 7612-G., dated Burdwan the 6th June 1923.

From—S. G. HART, Esq., I.C.S., District Magistrate, Burdwan,
To—The Secretary, Unemployment Committee, Bengal.

With reference to your letter No. 185 U.C., dated 4th May 1923, regarding the problem of unemployment among the educated middle-classes in Bengal (Anglo-Indian and Indian), I have the honour to state that copies of your questionnaire were sent to the chairmen of municipalities, local boards and the district board as well as to the subdivisional officers and deputy collector Babu Gunamoy Chatterji, Economic Intelligence Officer, but up to date replies from—

(1) Chairman, Sadar Local Board.

(2) Chairman, Kalna Local Board (who is also Sub-Divisional Officer, Kalna).

(3) Chairman, Raniganj Municipality.

(4) Babu Gunamoy Chatterji.

have been received. Their replies may be summarised as follows:—

I. Principal causes of unemployment:—

(i) (a) Inherent dislike for any form of manual labour.

(b) Want of unity to start business jointly.

(c) Home sickness.

(d) Guardians not caring to study the aptitude of their sons.

(e) Too much liking for entering some sort of service rather than trying to get into an independent profession. My correspondents think that this is mostly due to the poor economic condition of the middle-classes.

(ii) Those due to existing educational system.

(a) The existing educational system gives no training to the eye and hand and leaves the boy no option, but to be a "service seeker" pure and simple.

(b) Overburdening of young brains with books and thoughts of little or no utility in their future occupations. Some correspondents also think that the present educational system ruins the health of the boys.

(iii) It is true to a certain extent that absence of information with regard to different fields of employment is responsible for the guardians sending up their wards for education only on old chalked-out lines.

(iv) The general poverty of the middle-classes stands in the way of their putting into the hands of their children sufficient capital for starting small businesses of their own, or giving them such education and training as to enable them to earn a livelihood.

A financial crisis always depresses this class and constant depression makes even energetic souls lifeless and useless.

(v) Want of facilities for practical, industrial, technical and agricultural education with prospects of future employment.

II. Remedial measures.—(a) The compulsory retirement of Government servants of all services at the age of 55 and filling up their places by the unemployed, preferably by members of abolished officer, will meet the situation to certain extent. Chambers of Commerce and local bodies may also be persuaded to follow the same course.

(b) Well-to-do people could help to provide employment by starting new businesses and new industries.

(c) In Bengal every department should be reserved for Bengalis.

(d) Technical education should be given to suitable candidates in technical colleges established in places affording opportunities for practical demonstration. To the graduates of such colleges, banking credit facilities (for which the necessary means may be devised by financial specialists) should be extended and a Government guarantee given to banks which provide such facilities.

(e) Government farms and businesses already in existence should be thrown open to members of the department serving in the department on the basis of a commission on profits. As for example, Burdwan Agricultural Farm may be leased to a specialist in agriculture on a certain commission on its profits, and after the first year of his lease he may be given no remuneration beyond the said commission. After a year

or two a new farm may be started and leased out to a second man to enable him to run the same on business lines. A scheme must be so devised that the capital laid out shall be recovered in the course of a few years.

Similar experiments may be made with tanneries, weaving factories, dyeing factories and so on.

(f) The establishment of commercial, industrial and technical institutions where boys may be required to work for a few hours and earn something and also receive general education and instructions in special subjects.

(g) The creation of Indian industries with purely Indian capital with suitable openings for qualified employees. As an encouragement Government should subsidise or guarantee profit of such industries.

(h) The promotion of co-operative credit for the supply of small capital on suitable terms.

(i) Hitherto untapped fields, such as shipping, mercantile marine, the Army and the Navy may be thrown open to *bhadralok* Bengalis.

(j) A thorough revision of the present educational system. The number of subjects taught in a school should be reduced and only those should be taken up which will be of future service, leaving plenty of time for technical and vocational training, provision for which should be attached to every school. Manual labour in school should be compulsory.

(k) The cost of education should be reduced.

2. In my opinion the main cause of middle class unemployment is the dislike of the average youth of the *bhadralok* class to start work in a humble position. His dislike to discipline prevents him from acquiring habits of the thoroughness and accuracy. The schools are much to blame for their neglect to enforce strict discipline.

The average *bhadralok* youth also is averse to any form of manual labour. The result is that he cannot become either a good artificer or a capable foreman artificer.

He is entirely lacking in fellow feeling with the ordinary labouring class and consequently he cannot efficiently command labour.

For these reasons his economic value is very small.

Another reason that prevents the success of most of the enterprises conducted under Indian management is that the public know from bitter experience that the managers' honesty is as little reliable as their efficiency. Until they can learn habits of strict honesty Indians will never obtain the confidence of their fellow countrymen and consequently will not be able to obtain the capital necessary for successful enterprise.

Dated Barisal, the 7th June 1923.

From—The Secretary, Barisal Bar Association,

To—The Secretary, Unemployment Committee, Bengal.

Causes of unemployment.—Inherent.—As manual labour was very poorly paid, and as the society in general used to look down upon such labour there has grown up a deep-rooted dislike for works requiring manual labour, resulting in complete estrangement between the educated middle-class and the agriculture and ordinary industries in the country such as smithy, carpentry, etc.

(2) As Bengal came under British rule at an earlier date than other provinces, more of its people were recruited to help the English rulers in the administration of the country. Thus a small knowledge in English would secure a very lucrative and at the same time honourable post under the Government. Gradually Government services began to be looked upon as the only means of livelihood. Now the number of educated people has grown up by leaps and bounds whereas Government services have remained almost stationary and the Bengalis are being pushed off every day from other provinces as people there became gradually educated in English.

(3) The angle of vision of the whole people being thus diverted towards services only, there has grown up an utter lack of initiative and enterprise in other direction.

II. *Educational.*—Want of provision for vocational training in our present educational system, has also contributed its quota towards the same end, namely, Government services being looked upon as the only honourable means of livelihood.

III. *Want of knowledge.*—Our defective knowledge as regards various fields of human activity has contributed not a little towards our present state of unemployment.

IV. *Financial want.*—Proverbial poverty of the middle-classes of Bengal stands in the way of their floating business on commercial scale or taking to small private industries.

(2) The very small savings of the middle-classes of Bengal are generally laid out in acquiring lands which yield a better profit as the province is permanently settled.

V. *Other causes.*—As the province is under foreign rule foreign capitalists exploit the country industrially and commercially and it is apprehended that owing to the obvious clashing interest there is a lamentable want of institutions for supplying the public with adequate information as to the existing industrial concerns where employment is available and also of institutions for training the youths of the country for employment in these concerns.

(2) Almost all the higher appointments in all the various Government departments and *quasi* Government concerns such as Railways, etc., are practically shut up against the children of the soil and reserved for the country men of the Rulers.

(3) The rise in price of labour owing to high prices of necessaries of life has contributed to the unemployment of educated middle-class such as clerks, teachers, etc.

Remedies.—Throwing open the services in the army and navy to the children of the soil.

2. Complete Indianisation of the other Government and *quasi* Government services of the country. Encouragement of existing Indian industrial concerns.

3. Inauguration of state-aided industries and banks in the country.

4. Instructions about the dignity of labour should be given along with general education in our schools and colleges.

5. Emigration on equal terms to the colonies of the Empire.

6. Establishment of technological institutions in every important town or centres by the state and also by private efforts as far as possible.

7. Establishment of more scientific agricultural institutes in the country.

8. Establishment of some sort of information bureau for supplying the public with adequate information as to existing manufactories and industrial concerns where employment is available.

9. Prevention of foreign exploitation by establishing protective tariff.

We have got no knowledge about the habits and manners and accomplishments of our Anglo-Indian brethren, so we are not in a position to say anything about them.

No. 137, dated Kushtea, the 7th (8th) June 1923.

From—BARU TARAPADA MAJUMDAR, Chairman of the Kushtea Municipality,

To—The Secretary, Unemployment Committee, Bengal.

In compliance with your No. 109 U. C., dated the 3rd May 1923, I have the honour to make the following answers to the questions regarding the present state of unemployment which is staring the educated middle-classes in the face :—

1. (i) The present state of unemployment among the educated middle-class is nowhere brought to such a crux as in Bengal; and the causes should be largely sought for in the peculiar characteristic traits of the population. The Bengalis are marked by a peculiar lack of initiative in the practical field and thousands of the educated middle-classes are here daily pursuing the stereotyped tracts in choosing a profession, viz., that of a lawyer, a physician and a clerk. Industrial enterprise is farthest from their nature and the number of those who have lunched on newer ventures can be counted on the fingers. Their inherent love of ease, their peculiar fascination for home-comforts, their inborn disinclination for any kind of hardships, not unmingled with a touch of sentimentality in their nature, have a share in bringing out their character. Next, comes the social stratification, an inevitable resultant of the caste system which though slackened to a great extent on account of rapid spread of Western education, is not removed to its last vestige. With regard to these points the Anglo-Indians are placed in a more favourable position than Bengalis; and in my opinion the former are spared to a great extent, the extreme stringency with which the problem is marked in the case of the latter.

(ii) Next the existing system of training and education open to the members of these classes, is not without a share in bringing about the present situation. There is no denying the fact that the early training shapes to a great extent the ultimate character, and the present case will serve as a good illustration. It would not be too much to say that in the Indian system of education, the useful is subordinated to the ornamental. The useful or practical aspect of training is completely ignored and stress is laid on the ornamental or theoretical aspect. If education is meant to prepare and fit its pupils for the duties of life and to build characters capable of sustaining through the struggle for existence, then the present system is surely to blame in as much as very little importance is attached to the technical side of training. To be up to higher things,

a man must live first, and what is the good of saturating him with higher theories if he is not taught how to earn livelihood. Primary and Secondary schools, accessible to the majority, should be equipped more with the object of imparting technical training, *viz.*, scientific agriculture, carpentry, mining, forestry and the other polytechnic occupations and limit its theories as much as is consistent with sense.

(iii) Lack of information as to the possible fields of employment is also a peculiar trait in this country. Employment bureaux are, in this country, conspicuous by their absence. These bureaux serve the important function of bringing about an equable distribution of skill and labour to deserving men. The want of these intermediaries should be greatly removed. When one is out in search of an appointment he is obliged to take up the first that presents itself be it however below one's merit and abilities. In this way a great waste is brought about in the domain of national efficiency.

(iv) The financial status of the middle-classes is not agreeable to the present system of training. The members after they have completed their course, which has prepared them only for higher fields of activity often times find themselves rather beyond their depth in the matter of future provision. Often the untimely death of their guardians places them in the peculiar unenviable position of going out for earning without a previous training for it. Neither does the financial position of their families allow of their accepting an apprenticeship for any higher services. Industrial or business ventures also would require funds and a previous training, hence they are reduced to the extreme necessity of taking to any job that offers and thus higher education for them, far from improving, only aggravates the situation. They find, themselves in such helpless condition as to think that they would have done infinitely better, if they had taken to some mechanical or practical line from the very beginning. Thus this injudicious craze for high education, when their funds cannot afford to bear, should be discouraged. As a remedy, more practical and less expensive training should be more generally resorted to.

(v) There are also other contingent factors, such as want of physical vigour, lack of extensive fields for employment.

2. (i) The scheme of Indianisation of the army and navy, and other higher fields, would greatly mitigate the present rigour of the situation. Other elementary measures of the Government, too numerous to describe, would open up new fields, to the infinite relief of the unemployed.

As agriculture is over-crowded greater facilities for industries would make room for many. To that end, the Government can adopt some measure to check the exports, thus opening up a vast prospective field for the development of indigenous industries.

(ii) The gradual adaptation of the system of education to the industrial and technical needs of the country would greatly prevent aggravation in future. The installation of Indian national marine would also largely contribute to that end.

(iii) To prevent it altogether, spread of primary education with a technical bias would help greatly. Those classes should be trained to greater judgment, self help and the habit of making provision for the future. A livelier participation in co-operative activities and limited concerns would open up undreamt of possibilities for the nation as a whole.

No. 951-J., dated Bogra, the 7th June 1923.

From—**RAI S. C. SEN BAHADUR**, Magistrate of Bogra,

To—**The Secretary**, Unemployment Committee, Bengal.

With reference to your letter No. 207 U. C., dated the 4th May 1923, regarding the causes of the present state of unemployment among the educated middle-class Bengalis and Anglo-Indians in Bengal, I have the honour to furnish herewith my opinion on the questions relating to the above subject which is attached to the letter under reply, as well as the measures suggested for remedy.

2. **The principal causes** of the present state of unemployment among the educated middle classes are—

- (i) (a) Deep-rooted prejudice and aversion to all kinds of manual labour.
- (b) Lethargy and want of enterprise.
- (c) Lack of mutual sympathy and trust and consequent reluctance of the rich to invest money in commercial and industrial enterprises.
- (d) Lack of business training and business instincts.
- (ii) Defect in the existing system of training and education. It is almost exclusively literary in character and hardly befits a young man to earn an honest living.
- (iii) Want of information as to any but a few well known fields of employment.
- (iv) General poverty among the members of these classes which compels them to seek for immediate employment almost on any terms.
- (v) (a) Gradual alienation of land and neglect of agriculture, cattle-farming, industries and hereditary crafts.
- (b) Adoption of modern artificial standards of living and enormous rise in the cost of living.
- (c) Social and religious obligations which one has to perform at expenses beyond one's present means.

3. **Remedial measures.**—(i) I have no suggestion to offer for immediate relief except that a number of such young men of good physique and character may be enlisted for employment in the regular army.

(ii) and (iii) (a) Establishment of at least one more medical college and one more engineering college preferably at Dacca and of at least one well equipped medical school in each division of the province where there is none at present. It is notorious that a very large number of qualified candidates have to be refused admission every year in the existing medical and engineering institutions for want of seats.

(b) Establishment of a well-equipped technological institute in Calcutta and the opening of more industrial schools at least one in each district. At these industrial schools a limited amount of instructions in the useful arts and sciences may be combined with practical training in carpentry, smithy, weaving, mat-making, etc.

(c) Banking facilities and loans on easy terms to young men of character and intelligence with business training and aptitude who may be willing to start business on their own account.

(d) Encouragement of agriculture, cattle and dairy farming by leasing out khas mehal lands where available to suitable young men and advancing loans to them on easy terms. Suitable blocks of land not properly utilised at present may also be acquired by Government for this purpose and leased out to intelligent and honest young men on easy terms. The Land Acquisition Act may be amended if necessary to legalise acquisition for such a purpose.

(e) Greater facilities for training at the railway workshops and business firms in Calcutta and other big commercial and industrial centres.

D. O. No. 1310 T. G., dated Chinsura, the 8th June 1923.

From—J. G. DUNLOP, Esq., I.C.S., District Magistrate, Hooghly,
To—The Secretary, Unemployment Committee, Bengal.

I am in receipt of your No. 189 U. C., dated the 4th May 1923, relating to unemployment among educated classes and asking for my opinion. It is however impossible to reply within the period cited. The question is not one which I have had occasion to study and there is no time to collect views of those who have. But as far as Eurasians are concerned there is no difficulty in this district and this portion of the enquiry may be omitted at once. So far as Bengali *Bhadraloks* are concerned I have no reason to suppose that unemployment is more rife than before, the number of applications I receive is just the same and the applicants themselves appear to possess similar qualification. It would seem that the unemployed *Bhadraloks* do not stay here but go to Calcutta and swell the number of the unemployed there; in this district the chief industry (apart from agriculture), i.e., jute mills, does not absorb more than a comparatively small number of clerks and other openings are rare. The chief cause of unemployment at present appears to be the slump in business which I understand has necessitated the discharge of a large number of employees; but this is a temporary cause and when trade revives the number of unemployed should lessen very considerably. I am informed now-a-days Bengali clerks are less well trained for posts and that other races such as Madrasis, etc., who are better educated are shouldering them out and this is due to inferior education, but I can offer no opinion on this point.

As regards remedial measures the only suggestion I can offer is the adoption of what is termed vocational training but this deals with the future rather than with the present.

No. 1819 J., dated Rajshahi, the 8th June 1923.

From—R. N. REID, Esq., I.C.S., District Magistrate, Rajshahi,
To—The Secretary, Unemployment Committee, Bengal.

With reference to your letter No. 203 U. C., dated the 4th May 1923, on the subject of unemployment among the educated middle-classes in Bengal as well as the Anglo-Indian middle-classes, I regret to say that I have had no reply from the local Associations to whom I sent copies of your letter and questions. My own views are as follows:—

1. The principal causes of unemployment among educated middle-class Bengalis seem to be (a) the traditional aversion to any but clerical

work and the like, and (b) the system of education which has aimed hitherto mainly at a purely literary education. I do not think the absence of information as to fields of employment is a very important factor. If (a) and (b) were got over, men with really useful qualifications would find out markets for their wares soon enough. Want of capital is no doubt a difficulty, but that is a thing for the individual to remedy.

2. I do not see any possibility of the immediate relief of the difficulty and I think attention should be devoted to its prevention in the future by changing the system of education to one based on more common sense lines.

No. 11185/08884, dated Calcutta, the 8th June 1923.

From—The Agent and Chief Engineer, Calcutta Electric Supply Corporation, Ltd., 6, Old Post Office Street, Calcutta,

To—The Secretary, Unemployment Committee, Bengal.

The present state of unemployment among the educated middle-class Bengalis and Anglo-Indians is the direct result of the fact that the number of employment-seekers has of late considerably outgrown the actual demand for them. This state of affairs at first appears to be a general one. But on a closer study of things it will be found that this abnormal rush of people ready to offer their services is marked only in a limited number of occupations in the congested cities. Outside these tempting cities vast fields of action capable of affording better and far more lucrative situations are lying hopelessly deserted. Causes of this apparently anomalous state of things may be grouped under the following heads:—

(i) *Those inherent in the members of the classes.*—

- (a) Physical unfitness for certain kinds of work which require hard manual labour. Bad hygienic conditions, improper and insufficient food and clothing, etc., are responsible for this.
- (b) Social and religious restrictions standing in the way of certain classes accepting certain kinds of jobs.
- (c) Malaria, kala-azar and epidemics of cholera and other infectious diseases, scarcity of water during summer and unexpected floods during rains and similar other terrors of present country-life driving thousands of people from their peaceful country homes to the noisy, smoky and congested dens of the metropolis to swell the number of its half-starved fashionable citizens.
- (d) Love of sedentary occupation and charm of various pleasure resorts of the town helping the foregoing causes.

(ii) *Those resulting from the existing system of training and education open to the members of the classes.*—

- (a) Want of technical education in the present system under which we get men who can talk loud from the pulpit and write volumes at the desk but no men to spin yarn for their own clothing, make household articles for their daily use or prepare toys for soothing their own children.
- (b) Want of compulsory physical training which tends to produce intellectual giants in pigmy frames helping cause (a) under head (i).

- (c) **Mass education.** It sounds good and is no doubt absolutely necessary for building a nation. But its methods as followed in this country are rather destructive than constructive. Every man and woman should be educated so that they can be useful to the community to which they belong. But this does not mean that a carpenter should be taught political economy and a lady should work out difficult mathematical problems. This sort of education creates a feeling of equality akin to Bolshevism and induces a general clamour for ascendancy resulting in disappointment, discontent and chaotic confusion.

(iii) *Those resulting from absence of information as to any but a few well-known fields of employment.*—Although generally overlooked causes under this head are very important and they are more of an inherent nature discussed in the first group.

- (a) **Want of energy and enterprising spirit** to seek for the required information which seldom comes spontaneously. People of Bengal will not move out of the stereotyped lines of earning their bread to see if there is any other means of earning a decent and honest livelihood.
- (b) **Selfishness**—If any one happens to find out a new line of business he will keep the information to himself and use it for his own purpose.
- (c) **Want of encouragement**—Young Bengal is trying to open out new channels of business on improved scientific methods but they are not succeeding for want of encouragement from those who are expected to be most interested.

(iv) *Those resulting from the financial state of the members of these communities.*—

- (a) **Poverty of the majority.**—This may very well be called the keynote of the whole problem. No business can be started without money. Hence the Bengalis are giving up their ancestral professions and are laying their very lives at the altars of "service" which requires no capital to start with.
- (b) **Misuse of money by those who possess it.**—Rich men of Bengal hoard money and get themselves fat with the interest it brings. They never care to think how that interest comes. Persons with whom their money is deposited make proper use of the money and earn 100 times more than what they pay in the shape of interest.
- (c) **Inability to raise funds for business purposes** on account of lack of mutual confidence and co-operation.

(v) *Other causes.*—Influx and permanent settlement in Bengal of persons from other provinces and countries. Trades and various fields of appointment have been practically monopolized by them.

2. Remedial measures for—

- (i) *The immediate relief of the unemployed of the classes under consideration.*—

- (a) **Closing the doors of the existing fields of employment.** Without this measure which may seem to be a drastic one people will not turn back for relief in other directions.

- (b) Opening of a fair number of "Unemployment Relief" centres at suitable places all over the province. Acquisition of lands for agriculture, improvement of fisheries, breeding and preservation of cattle, production of raw materials and utilization of refuse and other waste products for manufacturing useful articles and establishment of factories for such purposes should be done at those centres.
 - (c) These centres should be started and controlled by special Corporate bodies to be organized for the purpose with powers to raise funds and make regulations with the approval of the Government. For the present these institutions should be financed by the Government and intending candidates should be encouraged by free training, probation allowances, guaranteed posts, etc.
 - (d) Publication of special periodicals dealing with all sorts of information regarding the aforesaid subjects.
- (ii) *The prevention as far as possible of an aggravation of the present state—*
- (a) Recurrent grants from Government, district boards and municipalities as in the case of schools and hospitals for the maintenance of the new institutions so long as they do not become self-supporting.
 - (b) Improvement of village sanitation and introduction of compulsory physical exercises and systematic moral training in the academical and technical institutions. This will create a healthy body and mind, a sense of moral responsibility to one's own country and an appreciation of the good results of mutual help and confidence.
 - (c) Change in the modern system of mass education—Subjects and modes of education should vary according to the standards of intelligence and capabilities of individuals and requirements of the Community. Let the mass which is not endowed with the rare gifts of master minds be given a preliminary general education for enabling them to read and write and then give them an up-to-date practical training in technical subjects.
- (iii) *Prevention of a state of unemployment of these classes in future—*
- (a) Revival of the time honoured caste system of the Hindus allotting certain functions and professions to certain classes of the community, will in future prevent the recurrence of congestion caused by a heterogeneous mass struggling hard for the alluring seats under electric fans with tram facilities.
 - (b) Legislation to prohibit permanent settlement in Bengal of men coming from other provinces and countries.

No. 2590 L. R., dated Barisal, the 7th June, 1923.

From—J. DE, Esq., I.C.S., Additional Collector of Bakarganj,
To—The Commissioner, Dacca Division.

With reference to your Memo. No. 2076-79 J., dated Dacca, the 14th May 1923, forwarding letter No. 214 U. C., dated the 4th May 1923, from the Secretary, Unemployment Committee, Bengal, I have the honour to state as follows:—

1. Copies of the letter were circulated to the Senior Government Pleader, the Secretaries of the Pleaders' and Muktears' Bar, the Peoples' Association, Secretary of Anjuman Hemayeti Islam, Heads of the Oxford and Baptist Missions with request for expression of their opinion on the subject. Some of these bodies have sent me no replies at all. The opinions in original of the others are sent herewith for your perusal.

2. The principal causes of unemployment among the educated middle-class Bengalis and Anglo-Indians and the remedial measures should best be dealt with separately as in my opinion the operating causes of unemployment and the remedies between these two classes are quite different and even in some cases conflicting with each other. I shall deal with causes of unemployment among the educated *Bhadralok* middle-class seriatim as in the letter of the Unemployment Committee.

Inherent causes.—(i) Now-a-days it cannot be strictly said that the profession of the various classes are exclusive of each other, *e. g.*, a Kshatrya, in olden days, would hardly be expected to take up any but his class profession of a warrior but now-a-days it does not hold good to any great extent. In this sense, I do not think unemployment can be ascribed to any thing inherent in the member of the classes in the sense that the profession of various classes are exclusive of each other. However, it is true that there is an inherent dislike among the educated middle-class Bengalis of all religions and sects to adopt any profession or occupation involving manual labour. The dislike probably dates back from the times when manual labour in India was done most by the people in the lowest strata of society and is being perpetuated as people generally do not really realise the dignity of labour.

(ii) The present educational system is also to a great extent responsible for the present state of unemployment. The Universities are now turning out graduates and under-graduates by thousands. These people have hardly any vocational training. Their knowledge is confined mainly to their books and the present system therefore hardly fits them for anything but mere clerkship. The supply in this respect is greatly in excess of the demand and considerable unemployment is the inevitable result.

(iii) I do not think absence of information is responsible to any great extent for this unemployment. The local supply is so greatly in excess of the local demand that immediately vacancies occur, innumerable petitions pour in. However I think information-bureaus may be useful where registers showing the vacancies in various fields of employment and names of suitable candidates may be maintained and selection may be made from that list.

(iv) Bad financial state of the members of the communities operate against the adoption of any business by members of the communities. The incomes of the *Bhadralok* classes are strictly limited with the

result that the educated *Bhadralok* Bengali finds it extremely difficult for want of financial assistance to chalk out a business career for himself.

(v) I think the present financial state of the world has also to do a lot with the question of unemployment. With dull trade and business practically at a stand-still industrialists and business men every where are thinking of retrenchment in all directions with the result that a large number of persons already in service are being thrown out of employment.

Remedial measures.—(i) It is very difficult to suggest any immediate relief for the unemployed. Several of the public bodies and gentlemen consulted here are of opinion that Government lands in plots of about 15 acres should be leased out to them at a nominal *salami*—I wonder how far a sufficient number of educated young men would come forward to take up agriculture, for pursuit of agriculture is not here held in high esteem by many educated Bengalis. However, if any come forward Government lands might be given to them at a nominal *salami*.

(ii) Our educational system ought to be transformed. Boys should have some vocational training so that when they leave their schools and colleges they may chalk out a business career for themselves.

(iii) More technical schools ought to be established. I find that some of the pupils of Barisal Technical School are drawing pay of Rs. 80 and upwards and if our young men would know of the opportunities thus afforded there, I am sure a large number would take such training.

(iv) Various Railways and other companies should admit Indians freely.

(v) Mercantile and business firms should be induced to take in more Indian apprentices.

(vi) Industrial organisations such as starting of mills or supply of electric current which is both beneficial to the people and gives not only employment to some but educates many in taking up business for themselves should be started locally and people given practical training in them.

(vii) As regards the Anglo-Indians the problem seems to be even more difficult for I find relief to the middle-class Bengalis may tell adversely on the Anglo-Indians, *e. g.*, Anglo-Indians are now largely employed by Railway and Steamer companies, etc. If the Indians are freely admitted into these services I am inclined to think that they will replace a large number of Anglo-Indians who would thus be thrown out of employment.

However, I have not studied the problem of Anglo-Indians and I therefore refrain from making any further suggestions on this aspect of the case.

No. 3810 M., dated Dacca, the 8th (11th) June 1923.

From—J. G. DRUMMOND, Esq., I.C.S., District Magistrate,
Dacca,

To—The Secretary, Unemployment Committee, Bengal.

With reference to your No. 196 U.C., of the 4th May 1923, I have the honour to state that I have never definitely studied the question of unemployment among the educated middle-classes in Bengal and among

Anglo-Indians but my opinion is given below for what it is worth. The following replies to the various questions apply primarily to Bengal only:—

I. Causes of unemployment.—(i) Bengali gentlemen whom I have consulted agree that the causes of unemployment are, to some extent, inherent in the middle-classes themselves. The members of these classes are handicapped in the quest for employment by their own failings which are the result of heredity and environment for which the individuals themselves can hardly be blamed. These failings are lack of initiative, partiality for sedentary and especially clerical labour and a distaste for manual toil. I recently came across a striking instance of the fondness shown by many members of this class for work which involves sitting in a chair and wielding a pen when a well paid mechanic employed under the local Electric Supply Company pestered me for a job as a vernacular copyist. The Non-co-operation movement and the Charka campaign have undoubtedly done some good in overcoming the dislike for manual labour and the idea has certainly got abroad that clerical work is by no means the ideal occupation for a young man. While visiting a High English School lately, I asked each of the boys in the top class what he wished to be and almost all of them answered “an engineer”. The trouble is that when the time comes actually to seek a livelihood, opportunities are lacking and the candidate is apt to take the line of least resistance and seek to enter one of the already overcrowded professions.

(ii) There is no doubt that incompetent teachers are partly to blame. There might with advantage be more technical training but the chief defect in the present educational system would be cured if boys could be taught to think for themselves.

(iii) Absence of information is only a minor cause. Employment Bureaux might be opened as new fields of employment present themselves but it would be premature to do so at present.

(iv) Lack of means is certainly a handicap. Parents cannot afford to give their sons specialised training and they lack capital to set them up in business. It is for the richer members of the community to invest their money in industrial enterprises and so widen the field of employment for their poorer brethren but the present state of things is a vicious circle. Capitalists will not risk their money in the hands of inexperienced men and for lack of capital the latter have no opportunity to gain experience.

II. Remedies.—(i) I can think of no immediate remedy.

(ii) and (iii) Possibly certain measures could be taken to remedy unemployment in future. For the sake of the country the employment must of course be directly or indirectly productive. I make the following suggestions:—

(a) The co-operative movement should be encouraged as far as possible. Wealthy men in the mufassal have at present little incentive to invest their money in productive concerns because they can always obtain a high rate of interest by lending it out. With the spread of co-operation it is possible that some capital may be released for more productive use.

- (b) Raw materials at present sent abroad might be worked up in the country itself by means of a net-work of small factories. There ought to be scope for a good many more rice mills, oil mills, fruit-canning and fish-curing establishments, etc., etc. These would provide employment for members of the middle-class as managers, foremen, clerks and mechanics. These concerns would require capital and it is for wealthy men or companies formed of the less wealthy to take themselves. Government might, however, assist by acquiring lands when required at the cost of the promoters of these industries.
- (c) Middle-class youths should put their pride in their pocket and should not hesitate to qualify themselves as skilled mechanics, motor-drivers and the like.

2. To a certain extent the above remarks apply to Anglo-Indians also. My impression is that as a class they are less stay-at-home and more versatile than middle-class Bengalis, but they expect higher pay and are not always sufficiently qualified to earn it. I am afraid I cannot think of any new field of employment for them.

Dated Calcutta, the 11th June 1923.

From—The Secretary, Indian Association, Calcutta,

To—The Secretary, Unemployment Committee, Bengal.

I am directed by the Executive Committee of the Indian Association to acknowledge receipt of your letter No. 22 U.C., dated the 3rd May 1923, and in reply to submit the following observations on the questions framed by the Unemployment Committee:—

1. In the opinion of my Committee the principal cause of unemployment at the present moment is the dullness of trade and the closing down or curtailment of firms and companies, and also the impossibility of starting new ventures. Even capable men are finding no appointments because there is no employment available. There are now more qualified men waiting for suitable berths than there is demand. Other causes are—

- (i) The weak physical condition of the Bengali people owing to chronic poverty and diseases.
- (ii) The want of a spirit of enterprise due to defective training at home and in the schools and colleges. The existing system fosters only an academic education and there is little or no opening for technical or vocational education or training in practical work which can lead up to many avenues for lucrative employment.
- (iii) There is an absence of information in almost all fields of employment specially as regards cottage and small industries nor are there any organisations qualified to supply all information in that behalf.
- (iv) The chronic poverty of the people and the want of a spirit of co-operation among them.
- (v) The decline in and absence of improvement of agriculture.

2. The remedial measures in the opinion of my Committee are—

- (i) Indianising the services and the Army and the creation of a mercantile marine and similar employment.
- (ii) and (iii) Immediate agricultural and industrial development on a large scale in which the Government should take a very active and leading part. Villages should be made healthier and students in schools and colleges should learn sanitation, agriculture and handicrafts. Money should be found for this by curtailing the top-heavy administration.

No. 9356/10M., dated Chittagong, the 11th June 1923.

From—The Inspector of Schools, Chittagong Division,

To—The Secretary, Unemployment Committee, Bengal.

With reference to your letter No. 402, dated the 4th May 1923, asking for my opinion on certain questions relating to the problem of unemployment among the educated middle-classes in Bengal, I have the honour to suggest the following measures for your consideration:—

The problem of unemployment in Bengal is a very difficult one to solve. It is partly due to the economic distress in the country and partly to the low standard of University passes. The crowding of the bar is another cause of unemployment. What is wanted is that more openings should be made available for the educated classes in different directions such as in commerce, industry, agriculture and Navy and the Army.

The University passes which are undesirably cheap account no less for the acuteness of the problem. It is high time that careful measures should be adopted to minimise the pressure of unemployment. Further aggravation of the present state will be a menace to the safety of life and property.

The question of unemployment is more acute among the middle-classes than among the masses. This tension has been brought about by letting out every year a large number of people from the University who are not quite fit to face the battle of life. The people in Bengal attach undesirably great importance to employment under Government either as clerks or as officers. To stiffen the test of the University examinations will be a move in the right direction. It will help in turning out a better class of University people and will also enable Government to choose a better set of men for Government service. It will also result in shutting out students of weaker calibre who might seek professional education with perhaps greater chance of success. A stiffer system of training may also be introduced for people who are chosen for Government service. Encouragement should also be given for opening technical and industrial, medical and agricultural schools, if necessary, with Government aid all over the country.

Measures may also be taken for improving the fertility of land and for growing indigenous crops on a larger scale with greater profit.

A feeling of dignity of labour should also be created among the young boys and larger number of employments should be thrown open to people who have received industrial education.

Almost all the land that is available has been brought under cultivation and no new avenue for the young generation can be found unless new land be available for settlement.

The question of unemployment has also bearing on the importation and exportation of articles of food and necessities of life. There are various economic questions which should also be solved before the question of unemployment can be faced with any amount of success.

No. 6478, dated Calcutta, the 11th June 1923.

From—S. C. STUART-WILLIAMS, ESQ., M.L.C., Chairman of the Commissioners for the Port of Calcutta.

To—The Secretary, Unemployment Committee, Bengal.

In reply to your circular letter No. 520 U. C., dated the 9th May 1923, regarding the problem of unemployment among the educated middle-classes of Bengalis and Anglo-Indians, I am pleased to give you an expression of the general views which I have formulated in connection with this difficult subject. I would premise my remarks by saying that I cannot claim to have any special qualifications for the task beyond the general knowledge of trade conditions in this part of the world which is derived from my daily work and a feeling of sympathy with the victims of poverty and unemployment in this city.

2. With your permission I would prefer to depart from the order of the questionnaire which accompanies your letter and to divide my remarks into two main portions—

- (a) those which are concerned with the more transient causes of unemployment, and
- (b) those which are derived from the examination of the general economic conditions of Bengal and Calcutta in particular, and which therefore deal with the more permanent causes.

3. As regards (a), I understand the question to be: What causes have been operating within the last year or two to accentuate the general problem of unemployment in this city, and in reply to this question, I can offer no more original reply than that such increase in unemployment must be attributed mainly to the artificial expansion of commerce and industry through the abnormal demands created by the Great War, followed by the deflation of credit, the fall in Exchange and the contraction of trade generally which have been marked features of the last three years. During the years 1917, 1918 and 1919, the demands of this country could not be met from the ordinary sources of supply owing, firstly, to the exigencies of the War and later when the War had finished, to the inability of the sources of supply to meet demands here until requirements nearer home had been met. From this cause arose the initiation of a number of small local industries which attained for a short time a considerable degree of prosperity. As, however, the demands of western countries were fully met and manufacturers and shippers were able to divert supplies to India, conditions changed. At the same time there was a dramatic fall in exchange, bringing about a critical position in many trades due to the necessity of writing down stocks and meeting exchange losses. Thus, a number of nascent industries found it impossible to continue working at a profit and in many cases ceased altogether to operate. And in this way not only older residents who had obtained more

remunerative employment but others attracted here from other districts, have been turned out of work and have helped to aggravate the situation. At the same time another factor has been operating which I think has considerable importance. During 1920, chiefly, there was a marked rise of prices and considerable unrest among all sections of wage-earners, with the result that very large concessions in pay and wages were conceded by employers generally; and there is little doubt in my mind that these concessions were more numerous than they would have been if employers could have foreseen how short-lived the time of prosperity was going to be and how soon the general range of prices was likely to fall. Hence, when employers in their turn found it absolutely necessary to reduce their salary bills in accordance with the contraction of their operations, they had to choose between reducing the pay of some of their staff or dispensing with the services of others and it is my impression that in most cases, they have followed the latter course, dispensing with the services of the more recently appointed members of their staff, and thereby adding to the numbers of the unemployed. These then appear to me as the more obvious of the transient causes, the effect of which may disappear during the course of the next few years and which do not call for more than such ameliorative measures as it may be possible for Government and private charity to devise.

4. It is with reference to (b), the permanent difficulty of finding adequate means of employment, that more careful enquiry and a wider standpoint appear to be called for. It seems to me that attention must first be directed to the general economic conditions of Bengal and Calcutta. This province must be looked upon as primarily agricultural in its economic life. At the same time there is a certain measure of development in a small number of staple industries, of which the most obvious are coal-mining, jute growing and manufacture, tea growing and manufacture and engineering trades. A third class of occupation may be recognised in the body of trade or commerce connected with the agricultural and industrial centres and in the transport work which is also connected with them.

5. Taking agriculture in the first place, it would appear that in Bengal there is even now a marked separation of the *intelligentia* from the actual work of cultivating the soil. Whether it is the permanent settlement in Bengal, under which many people derive incomes from the land without actually taking part in its cultivation, or whether it is due to the continuance of the caste system and the Hindu joint family, it is difficult for a man of another country to say, but it is perhaps significant that even the most successful pupils of the agricultural colleges established by Government turn rather to the hope of Government employment in the Agricultural Department than to the land itself. And since the cultivators subsist on a very moderate standard of living, finding their requirements for the most part met without recourse to foreign products, and since they are unable to resort to professional help in the conduct of their lives, the cultivation of the land brings with it in Bengal very few avenues of employment for the middle classes. Hence this great industry of agriculture appears largely to be cut off from the lives of those who are now under discussion.

6. Similar conditions appear also to obtain in the industries of tea and to a less extent in that of jute. Beyond a certain amount of supervision and clerical work these great staple industries do not hold out hopes of employment to any great extent to the middle-class

Bengali and still less for the Anglo-Indian. In the engineering trades the same position is less marked; more supervision is called for and Bengalis are at last beginning to realise the possibilities of mechanical engineering, while in the case of Anglo-Indians they have since the initiation of these industries obtained a fair share of the work offering.

7. But the broad fact remains that we have here a dense population the economic position of which is still largely undeveloped but within which, owing to the introduction of western education among a law-abiding people possessing a high level of intelligence, there exists a section, comparatively a very large section, of educated people who require employment of a kind, the demand for which is far less than the supply. This main fact has produced unfortunate results in two ways:—

- (a) it has left unemployed a large proportion of educated young men who have no alternative but to live with their relatives and thus to make it difficult for these latter to live within their means,
- (b) the keen competition for employment thus arising tends to depreciate the earnings of those who do succeed in obtaining work.

8. But what is the remedy for such a state of affairs? To reduce the existing facilities for obtaining education is hardly a course of action which will appeal to politicians or to the community at large. Nor is it likely that the class who are now under consideration will be content to forego some of the refinements to which they have become accustomed and to join the class of manual workers.

9. To some extent it may be held that a useful and genuine remedy will be found in the views already indicated, *viz.*, the drafting of young educated Bengalis into the ranks of those who manage and control manual and industrial work of all kinds. It is already evident that the old prejudice against manual work, even during a period of pupilage, is vanishing and the keenness and ability shown by young Indians in the different technical schools and workshops where apprentices are taken is at least as great as in the case of Anglo-Indians. But there will always be large numbers of young men whose talents and interests cannot easily be diverted into these channels and for such it is suggested that much more might be done than is being done at present to find for them professions other than the law and teaching. What I have in mind are professions such as (a) Accountancy, (b) actuarial work and (c) architecture.

10. It seems to me reasonably certain that it would be possible in any one of the three professions which I have named—not as purporting to form an exhaustive list but as representative of what I have in mind—to train and examine a number of Anglo-Indians and Indian youths in these walks of life in such a way and to such a standard as would meet a very distinctly felt want. For example, in the case of Accountancy, there are at present three alternatives before the employer who desires to feel that his accounts are being maintained on scientific and business-like lines. He—

- (a) can import one or more Chartered Accountants who have received in Europe a definite training and have reached a definite standard, as signified by the examinations of the Chartered Society,

(b) may endeavour to obtain Accountants who have been in the Government Accounts Service, or

(c) may rely on those who have obtained the knowledge and experience which they possess entirely within one or more offices in which they have served in this capacity,

and, of course, he may, and very frequently does, adopt a combination of these methods.

11. My suggestion, therefore, is that endeavour should be made to form a recognised body of Accountants—an Indian Association of Chartered Accountants—who would lay down a definite syllabus of training, who would conduct yearly examinations on the lines of those held in London and Edinburgh, and would be entitled to grant diplomas indicating that the requisite course of study and experience have been successfully undertaken. Possibly, it would be much more difficult to follow a similar course in actuarial work, where the field is altogether more limited, but on the other hand there is little doubt that much remains to be done in India in this direction and that a great part of this work would best be done by those whose interests are permanently allied with this country. The same argument may, I think, be held applicable in the case of architecture and possibly in other directions also, and I think the suggestion is worthy of attention, not as much in the hope of giving anything like immediate or widespread relief, but as indicating a number of channels which in the aggregate may become of some importance and of benefit to all concerned.

12. One other suggestion I would put forward for consideration. Although the Anglo-Indian Community has been in existence for many years, there is one direction in which it might have been expected that that Community would have obtained prominence, *viz.*, retail trade. In western countries a very large proportion of the middle-classes earn their livelihood from one or other of the numerous retail trades which are required under the comparatively complicated conditions of western civilisation. Admitting that economic conditions in a province like Bengal are altogether simpler, yet the fact remains that Calcutta has probably the second largest population in the British Empire and that many of its inhabitants possess ample means, so that the demand for retail establishments is almost as varied, if not, as widespread, as in a large western town. Yet, with one or two minor exceptions, we find that the Anglo-Indians have never made a definite attempt for the control of this very important branch of trade. The reasons which have operated against their participation may be partly sentimental and partly the difficulty of finding requisite capital, but neither class of objection appears to me a sufficient answer and I cannot but think that a determined effort on their part would have met with success in a number of directions.

13. I regret that I do not feel able to make any other suggestions towards the solution of the problem with which the Committee have to deal, but should the Committee think I could assist them by giving oral answers to any questions they might like to ask, I should be very pleased to comply with any such request.

Dated Calcutta, the 12th June 1923.

From—P. C. GHOSH, Esq., B.A., B.L., Vakil, High Court, Calcutta,
To—The Secretary, Unemployment Committee, Bengal.

In my opinion the principal causes of unemployment among educated middle-class Bengalis may be enumerated generally as follows:—

- (1) Want of sufficient number of avenues for employment. The Army, the Navy, the Marine, the Flying Corps, the superior appointments in the Forest, Railway, Telegraph, Customs and Agricultural Departments are all practically closed to Bengali youths.
- (2) The purely literary, absolutely theoretical and extremely unscientific, unmoving and antiquated system of school and University education that now obtains.
- (3) Absence of general vocational and technical education and training.
- (4) Extreme jealousy, apathy and suspicion with which European firms, banks and companies have systematically shut out Bengali youths from acquiring practical skill and knowledge of any art, trade or manufacture that are in their gift and power to dispense.
- (5) Utter apathy and indifference with which English and Scottish firms and Corporations in Great Britain have viewed the genuine efforts of Bengali youths to get practical training there in any craft, line or department.

Added to these are their—

- (a) extreme poverty, lack of resources and want of enterprise;
- (b) early marriage and consequent premature family encumbrances;
- (c) want of wise, efficient and unselfish leadership, help and guidance;
- (d) want of capitalist's patronage and assistance;
- (e) want of Governmental departmental patronage and protection of their handicrafts and industries.

As for reliefs I should suggest the following:—

- (i) Institution of a course of vocational and technical education and training along with general school education.
- (ii) Closing down Arts and Law studies and classes under the University for the next 10 years.
- (iii) Effecting a change of attitude and policy on the part of the Government, the British firms and Corporations and the British people generally.
- (iv) Opening up of fresh avenues of employment.

With regard to unemployment among Anglo-Indians the causes are due to—

- (1) Want of general education.
- (2) Entering service, trade or business early in life without sufficient equipment.
- (3) Race arrogance, vanity and aloofness from Indians generally.

- (4) Improvidence, extravagance, gambling propensities, base imitation of modes and fashions of well-to-do British people.
- (5) Uncalled for slight and rudeness towards Indians and studied contempt for their lives, habits, manners and homes.

The unemployment difficulty so far as the Anglo-Indians are concerned may be more or less overcome if—

- (i) they undergo a regular system of general school education quite seriously.
- (ii) they abandon their superior ways of thinking about themselves and identify themselves for practical purposes in life with Indians generally and the country of their birth and adoption and where the majority of them are destined to die.
- (iii) they cease to think that they are a "privileged class" and are only intended to "boss" over Indians, no matter how-so-ever better equipped the latter may be than the former.
- (iv) they should undergo regular vocational and technical training and education along with general studies.
- (v) they should studiously avoid wine and wagering.

Dated Jessore, the 12th June 1923.

From—RAI JADUNATH MOZOOMDAR BAHADUR, C.I.E., M.L.A., M.A., B.L.,
To—The Secretary, Unemployment Committee, Bengal.

In reply to your questions as to the principal causes of the present state of unemployment of the middle-class Bengali Hindus I beg to submit as follows :—

1. **Causes inherent in the members of the class**—(a) *Inferior physique and low vitality*.—The middle-class Bengali Hindus are physically weak and unable to undergo hard work and hence seek employment as clerks, teachers, etc., and thereby earn a living which they can do without undergoing much physical labour.

(b) *Aversion to manual labour*.—The aversion to manual labour is more or less hereditary. In spite of economic pressure, this is still a predominant characteristic of middle-class Bengali Hindus and so clerkships and similar posts are looked for by them for employment.

(c) *Home sickness and love of ease*.—The middle-class Bengali Hindus are generally unwilling to leave their homes and rough it out like Marwaris and up-country people.

(d) *Social and religious superstitions*.—These also tend to restrict the fields of employment of the middle-class Bengali Hindus.

(e) *Want of enterprise*.—The middle-class Bengali Hindus are naturally unenterprising and want something sure at the end of the month and do not like to venture on trade or commerce.

(f) *Early marriage*.—Early marriage tends to encumber middle-class Hindus with a large family at a comparatively young age and compel them to seek employments with fixed salaries, instead of turning to trade and commerce where they may have to wait for sometime before they can earn something.

2. The existing system of training and education which is more or less purely literary in its character has no doubt much to do with the unemployment of middle-class Bengali Hindus. This system of training is also responsible for the increase of the class which looks to clerkship for living. Sons of agriculturists, artisans, and traders are being diverted from their parental callings by the present system of purely literary education and are swelling the ranks of middle-classes.

3. The fields of employment known to the middle-class Bengali Hindus are also not many but I do not think the present unemployment is appreciably due to that reason.

4. The financial state of the middle-class Bengali Hindus also accounts for eagerness for employment at fixed salaries for they have no capital of their own to start any business, nor any Bank to finance them.

5. (a) The middle-class Bengali Hindus formerly used to live on the produce of land and earn something additional by taking service when available. The outturn of produce has diminished considerably and so almost everyone is now compelled to seek service. Labour has also grown very dear and is not available in many places and so the middle-class Bengalis are compelled to lease out their ancestral lands and seek service.

The cost of living has also grown much dearer than before. Rs. 10 is now necessary where Re. 1 was enough fifty years ago. I myself purchased pure ghee at annas 6 per seer of 80 tolas fifty years ago and I am now to purchase the same at Rs. 3. This shows that price of ghee has gone up to 8 times in 50 years in this part of the country. Similarly, the cost of other articles has also gone up.

The cost of living becoming very high, the people can no longer maintain themselves on the produce of their ancestral lands and are obliged to seek service.

(b) The influx of people from other provinces and their co-operative spirit and ability to command capital have resulted in closing trade and commerce to those middle-class Hindus who formerly used to live on them.

A large number of middle-class Bengali Hindus formerly used to get employment outside Bengal, but they have been gradually ousted from those places and are now compelled to confine themselves within the limits of Bengal.

The question of unemployment amongst the Bengali middle-class Muhammadans is not so keen at present as they are seldom without employment. The policy of the Government has been to provide for middle-class Muhammadans as far as possible in preference to Hindus. I have seldom found an educated Muhammadan without employment. But a time is sure to come when their unemployment will have to be considered.

As regards Anglo-Indians I can only say that they must not live beyond their means. They should take to trade, agriculture and commerce instead of relying on service as they do at present. In service they have to compete keenly with educated Hindus and Muhammadans who are gradually ousting them from Railways and similar services.

Remedial measures.—The remedial measures that I suggest are as follows:—

- (i) Advance of loans by Government to young men or group of young men at small interest in good security (personal or otherwise) for starting some business or agricultural farm for which they may be considered fit under the control and supervision of Government officers till the business is well established and the loan satisfied.
- (ii) Establishment of co-operative banks especially for the unemployed middle-class in every district.
- (iii) Establishment of industrial, agricultural and technical schools, and if provisions for such additional schools be not practicable for financial reasons, number of literary schools should be reduced and the money thus saved should be spent on vocational schools.

It is no more than eighty years that provision was made for High English Schools at the headquarters of every district, taking Jessore alone which formerly comprised the district of Khulna also, there was only one Government High English School at the headquarters which was established in 1835. There are now 60 schools all private (aided or unaided). My suggestion is instead of keeping so many State or aided literary High English Schools, reduce their number by half or 1/3 and establish vocational schools in their places. If this is done I shall be surprised if a large number of vocational Institutions do not grow up within the next 20 or 25 years.

It is not necessary for me to dwell at large on the subjects to be taught in these schools, but I beg to submit that all these schools may be made self-supporting if articles of common use are made therein. About a couple of years ago I saw such a school at Faridpur which was established by the Missionaries there. These schools will be boarding schools where literary education will be imparted to the students for a couple of hours only every evening.

Dated Calcutta, the 10th June 1923.

From—RAI CHUNI LAL BOSE BAHADUR, M.B., F.C.S., C.I.E., of 25, Mohendra Bose Lane, Calcutta,

To—The Secretary, Unemployment Committee, Bengal.

Causes of Unemployment.

(i) **Those inherent in the members of the class.**—(1) *Bengalis (Middle-class).*—Under this head, the causes may be grouped as follows:—

- (a) Aversion to take up any work involving manual labour, and
- (b) A false sense of the dignity of labour.

This state of things has prevailed in Bengal for some long time resulting in lack of proper knowledge and business experience to carry on small trades and crafts. To this must be added physical weakness and sedentary habits of the people and their traditional family and caste-pride which set them at a great disadvantage as compared with people coming from other provinces who are used to such kind of work and who are thereby enabled to take away from their hands many a ready means for earning a livelihood.

The education of the middle-class Bengalis has hitherto been either purely literary or confined to the professions of Law, Medicine and Engineering. There was a time when the demand for men with University qualifications for public or other services was greater than the supply and there was consequently no difficulty for them to get employment of some kind or other in which their knowledge could be turned to great advantage both to themselves and their employers. University education became in fact the passport to public or other services with all the privileges, emoluments and honour attaching the same and no wonder that it attracted the attention of people who had hitherto earned their living by industrial or agricultural pursuits or by carrying on small trades and professions. Parents and guardians began to send their children to school and colleges with an eye to the coveted services or to the professions of Law and Medicine, unmindful of the fact that the new education was bound to re-act in its turn on themselves and their children by creating in them an aversion to follow the avocations of their fathers. And though the avenues of employment to which literary or professional degrees, were passports were being gradually narrowed down, the number of the unemployed middle-class Bengalis was being daily swollen up by the influx of people whose fathers never dreamed of competing with people of superior castes in the few avocations in which the latter enjoyed an absolute monopoly. One consequence of this is that the secret of the trades and crafts to which they had hereditary rights are being fast lost to them and are passing into the hands of outsiders.

The gradual disappearance of some of the social customs and usages among the Hindus, notably the joint family system, has set free a large number of people to seek for employment who only about half a century ago were either dependants on their well-to-do relations or had work cut out for them in the economy of joint family life.

The custom of early marriage helps to a certain extent to swell up the number of the unemployed. Many young Indians become burdened with family in the student life and have to seek for means of living before they could finish their education, thus swelling up the number of the unemployed although if they had remained single no occasion would have arisen to give up their study.

(II) *Anglo-Indians (Domiciled Community)*—(a) Consideration of race consciousness and higher cost of living stand in their way in occupying jobs carrying small emoluments.

(b) A large majority of them lack in literary and high professional education which makes them unfit to fill up higher posts carrying great responsibility and rich emoluments.

(c) I think I am right in stating that drunkenness is a very common vice among the members of this community and this is a potent cause of unemployment among them. This prevents their being taken in by respectable firms or being entrusted with responsible duties.

(ii) **Those resulting from the existing system of training and education open to the members of the classes.**—(I) *Bengalis*.—The existing system of training and education does not help to open up many avenues of employment. All strive for University degrees and many fail to get them. Those that get them have very limited facilities to utilise them in the matter of earning their daily bread.

(II) *Anglo-Indians (Domiciled Community)*.—They do not generally avail themselves of the higher education imparted by the Calcutta University and consequently the doors of higher offices in the Educational,

Executive, Judicial and Clerical Departments are practically closed to them. They, however, possess larger facilities for obtaining technical education and in my opinion those who possess proper qualifications with steady habits find no difficulty in obtaining suitable employments.

(iii) **Those resulting from absence of information as to any but a few well-chosen fields of employment.**—Yes, there is a difficulty in this matter and people do suffer from absence of information.

(iv) **Those resulting from the financial state of the members of these communities.**—The financial condition of the majority of the middle-class Bengalis and of the Anglo-Indians is unsatisfactory and this stands in their way of obtaining education, literary and technical and practical training to enable them to earn a decent livelihood. For want of means they often cannot start small business even when the necessary qualifications exist.

(v) **Others.**—In the case of the Bengalis their well-known love for their home and lack of enterprise operate prejudicially to encourage them seeking employments outside their own province.

The Anglo-Indians do not suffer under this difficulty.

Remedial Measures.—(i) Immediate relief of the unemployed in a large measure is out of the question. The defects mentioned above can be remedied by the adoption of suitable measures which would take time to mature. It is satisfactory to note that some remedial measures have already been adopted and the results so far are satisfactory.

(ii) To prevent aggravation of the present state of affairs the system of education requires radical change. Means should be taken to create a healthy public opinion in this matter so that the mentality of the people may be gradually so altered as to give up too much hankering after purely literary education in the University and the degrees therefore and look upon all kinds of work as honourable and desirable.

After a certain amount of general education our young men should be encouraged to go in for technical education in different kinds and for apprenticeship in trades and industries. Larger facilities for such education and training should be provided for them by Government, mercantile houses, banks and proprietors of industries and workshops. Only a small percentage of students should join the University after passing the Matriculation Examination for purely literary or professional education; the rest should seek for technical, agricultural and industrial education. Technical schools should be opened in centres where there are facilities for practical training and classes for higher teaching in commerce, agriculture and industry should be opened by the University.

Vocational education in higher grade English Schools, although good as an educative and as a disciplinary measure, is not much helpful to the majority of our boys as means to an end.

The organisation of one or more information-Bureaus will to some extent help to solve the problem of unemployment.

Colonisation appears to me to be one of the best remedies to fight with the problem of unemployment. Large areas of land at distant but accessible places should be secured at nominal rent and the unemployed people should be encouraged to go and settle there. Every facility should be given to them to carry on agricultural and industrial pursuits in these

new settlements. A large capital will no doubt be required for this purpose but there would be no difficulty in raising the money as such schemes are likely to prove remunerative at the end.

(iii) The remedial measures noted above when fully adopted and with a larger establishment of various kinds of industries in the country will contribute to the prevention of a state of unemployment of these classes in future.

Dated Bhanga, the 10th June 1923.

From—BARU BHISHMADEV DAS, M.L.C., Pleader, Bhanga, Faridpur,

To—The Secretary, Unemployment Committee, Bengal.

In compliance with your request I beg to send herewith my opinion on the questions referred.

The principal causes of unemployment:—

- (i) General want of courage, energy and ambition and liking for cultural education and sedentary occupation.
- (ii) The educated young men have not enough information about fields of employment.
- (iii) The existing system of education cares very little for the development of the body.
- (iv) The middle-class people have little or no money to start any business. They spend their income in educating their children and marrying their daughters.
- (v) The present economic distress has thrown many out of employment. Professional men, specially pleaders, have been greatly affected.

2. Remedial measures suggested:—

- (i) The opening of cheap primary middle and vocational schools with the money spent on high University education. The educated young men may serve as teachers.
- (ii) The stopping of high University education to youths of ordinary merit. The system of education should be changed.
- (iii) Building the manufacturing power of the country, development of trade, commerce, industry and agriculture and providing facilities for industrial and commercial education. Mere vocational education will not be enough unless fields are created for its practical use. There is not much room for expansion of agriculture though the existing agricultural methods are capable of considerable improvement. It would be merely transferring unemployment from one class to another if the middle-class are asked to take to agriculture and replace the present class of agriculturists. Foreigners are making money in Bengal following leather industry, carpentry and many other occupations. Professions like these offer good prospects of a decent livelihood. Extended employment of Indians in the Army and Navy must be insisted on. The pay of Government servants should be substantially diminished so that money may be found to employ men for sanitary, medical, educational and industrial improvements.

Dated Calcutta, the 13th June 1923.

From—P. B. BANERJEE, Esq., Managing Director, Bangiya
Inland Steam Navigation and Trading Co., Limited,

To—The Secretary, Unemployment Committee, Bengal.

I beg leave to submit that in my opinion the following are some of the causes of unemployment among the educated middle-classes of Bengalis and I beg to suggest the undermentioned measures for their remedy, namely :—

(1) (i) The present system of training and education lacks in giving people a thorough learning and does not make them practical men.

The said system imbibes into the minds of the people only a limited knowledge and does not make them competent.

(iii) The absence of information is also one of the causes for some people in securing employment. It is generally seen that whenever a vacancy occurs in any office, whether Government or private, no notice whatsoever is published in the newspapers, but the heads of the offices generally select and recommend their own relations and get them employed, but those who have nobody to back them remain unemployed.

(iv) The educated middle-class people are generally poor but respectable and they can not and do not accept such work as are derogatory to their respectability.

Such class of people being poor can not afford to get sufficient money that are required for securing an employment or for starting a business.

(2) The following remedial measures may be suggested :—

The system of education should be so changed as would make a practical and competent man.

The foreign people should not be allowed to open competition with the Indians in some of the business lines.

The vacancies should be widely published and ample opportunity be given to the middle-class people to compete for the posts and no relative of an influential officer of an office be given preference to the outsider.

At least 50 per cent. of the employments should be reserved for the middle-class Bengalis.

No. 183, dated Faridpur, the 13th June 1923.

From—The Chairman, Faridpur Municipality,

To—The Secretary, Unemployment Committee, Bengal.

Copy of Resolution No. 1 passed at a special meeting of the Commissioners of the Faridpur Municipality held on the 9th June 1923.

1. Considered letter No. 145 U.C., dated the 4th May 1923, from the Secretary, Unemployment Committee, Bengal, appointed to investigate the problem of unemployment among the educated middle-classes in Bengal and to suggest remedial measures.

Resolved unanimously :—

That the following are the principal causes of the present state of unemployment among the educated middle-class Bengalis and Anglo-Indians and the following remedial measures should be adopted as soon as possible :—

(A) **Principal causes of the present state of unemployment among the educated middle-class Bengalis—**

(1) Young men are trained up for work in particular departments which are mostly over-crowded, resulting in quite a large number failing to obtain any employment.

- (2) Want of technical education and qualification and commercial training and want of facility in entering into existing vocational institutions.
- (3) Want of enterprising spirit among the young men which makes them afraid and unwilling to seek for employment away from their home province.
- (4) State of chronic famine in country and general depression in trade and commerce and abnormally high prices compelling large numbers to seek for employment but they lack necessary training and qualification for any work.
- (5) Race and caste prejudice resulting in aversion of the educated members of the middle-class in Bengal to manual labour.

As regards Anglo-Indians—

They used to be under patronage of Government, the Railways and other commercial concerns. But the minimum pay on which an Anglo-Indian can afford to work is very handsome and liberal for an Indian, who in most cases would be more qualified than the Anglo-Indian. Thus considerations of economy must have been responsible for more or less partial withdrawal of the patronage, resulting in unemployment in the Anglo-Indian middle-classes.

(B) **Remedies**—(1) To promote technical and commercial education and encouraging home industries throughout the land.

(2) To try and relieve the state of congestion by encouraging emigration to less crowded parts.

India unfortunately has got no place in the world where Indians may go with honour and safety and try to earn a living even in British Colonies they are denied the primary rights of British citizenship and our Government would seem to be altogether powerless or unwilling to see matters righted.

(3) To encourage Indian commercial concerns even at a loss and withdraw custom from the European and British or American houses, thereby providing for considerable expansion of the Indian manufactories which would result in the employment of large number of Indians and Anglo-Indians.

(4) Bringing down existing high prices by a heavy reduction in taxation.

(5) Removal of racial bar for employment in any capacity.

(6) Indianisation of the army and navy.

(7) Abolishing such highly salaried posts as may be dispensed with and reducing the pays of higher service holders and creating, out of such abolition and reduction, some posts of clerks who are probably overworked.

From—The General Secretary, Indian Telegraph Association, Ltd.,

To—The Secretary, Unemployment Committee, Bengal.

This question has been deputed to Mr. J. H. Rundlett by the Council of the Anglo-Indian Association. Mr. Rundlett has a place on the Unemployment Committee.

It is possible that you have been able to gather from the many cases which have come to you for relief what the chief underlying causes are as pinching middle-class Anglo-Indians.

Whatever the circumstances Anglo-Indians have always found it difficult to obtain employment. The position has however been accentuated by—

- (a) the reduction in establishment by many business houses.
- (b) loss of work following on the harsh recommendations of Retrenchment Committees.
- (c) the inability of Anglo-Indians to compete with Indians in respect of very low wages.
- (d) the restricted channels to which Anglo-Indians in general have to turn because of their lack of business experience and training.
- (e) prejudice towards the Anglo-Indian.
- (f) absence of vocational training in the schools.
- (g) "Indianisation of the services" on the one hand and preferential treatment of ex-service men on the other under orders of Government both of which tell harshly against Anglo-Indians.

The remedy to my mind is common justice to the Anglo-Indian Community.

No. 16602, dated Calcutta, the 11th June 1923.

From—Messrs. Martin & Co., Calcutta,

To—The Secretary, Unemployment Committee, Bengal.

Note on the Unemployment of Bengalis of the middle classes.

The economic feature requiring investigation is the unbalanced state existing in the middle-class Bengali population between employment offering and those seeking employment.

At present there are many seeking employment, who cannot find it, still more who can find only employment inadequate to their position.

At first sight one would ascribe the present state in Bengal to the development of education increasing more rapidly than the development of the country, but for the fact that one sees on all sides non-Bengalis employed in good positions, and, in truth, capturing whole sections of commercial and technical employment. The large area of commercial activity occupied by the Marwari is difficult to explain except by suggesting the lack of some inherent capacity in the Bengali race fitting them for this particular form of business. Apart from this it is fairly obvious that the Bengali, compared to the non-Bengali, is lacking in what one may call manipulative capacity, thus permitting the non-Bengali to come in and take the best posts in mechanical work. On the other hand, the Bengali shines at office and secretarial work and we have been accustomed to seeing him going a-field and ousting the native of other provinces in this section of employment.

In past years Bengalis took the lead in securing posts in offices and Secretariats, so much so that right up to Simla such posts became almost the monopoly of the Bengali. The Bengali youth is quick and intelligent, and undoubtedly well suited to such work. The readiness with which such employment could be obtained, the comparative ease and

comfort it afforded them, the influence that such positions, as next to the European official and employer, gave them induced all Bengalis whenever they could afford to do so, to give their boys an education leading to these positions. Even amongst the artisan and craftsman classes it became the ambition to send their boys to fit them for clerical posts and entry into the so-called *Bhadralok* class. Year by year, therefore, the schools and colleges attracted more and more of the Bengali youth. So long as the supply of these youths was no greater than the number of posts offering all went well, but competition became keener, the removal of the Capital from Calcutta and readjustment of provinces was a blow to the influence the Bengali had till then exercised, scholastic education began to spread in other provinces, the cry was raised of Bihar for the *Biharis*, etc., till now the Bengali is practically excluded from official posts in other provinces. The result is seen to-day in unemployment on all sides in spite of the fact that a passed B.A. will accept a clerical post on the very inadequate salary of Rs. 30 per month.

The industrial development of the country has afforded the Bengali little, if any relief. As the education he has been receiving for generations has unfitted him both physically and by inclination for any kind of manual work, such posts as have been brought into existence by industrial development being taken up by men of other provinces with better physique though generally of lower educational qualification. So much is this the case that the Bengali has come to regard any work involving even the least form of manual labour as degrading. All trade and shop business has become distasteful to him and even in remote Bengali villages one finds the local cloth shop, the rice and store shops held by Marwari.

These reasons for unemployment one may call inherent in the members of the class. Some of the reasons might be listed under the heading as resulting from the existing system of training and education, and indeed it is difficult to separate the two heads, but after all this training and education is that chosen by the Bengalis.

We do not think that any unemployment is due from absence of information of other fields of employment.

The present unfortunate financial state of the Bengali middle class is really more the effect than the cause of unemployment. But here social custom adds much to their difficulties. At 20 or 21 a Bengali youth has often to be responsible for the maintenance of a family the baneful effect of this upon a young man before he can have settled down and made his position in life cannot be overstated. Another social custom which lies heavy upon the middle-class Bengali is that which enforces him to pay a heavy dowry for the marriage of his daughter. A man earning, say, Rs. 100 to 150 per mensem will have to expend as much as Rs. 4,000 to 5,000 for each daughter he marries.

Among other causes or more properly speaking effects of unemployment may be considered the physical condition of the middle-class Bengali. Owing to years of sedentary life in offices his health is often undermined. The enormous rise in living coupled with the decreasing power of earning and the additional cost thrown upon him when some one or more members of the family are unemployed barely allow for sufficient nourishment when in health, and in times of sickness there is seldom proper attendance, medicine or diet. There are many, therefore, who say that the Bengali race is deteriorating in physique and resistance to malaria, *kala-azar*, hookworm, etc., is lessening.

Though the causes and effects of the increase in the number of the unemployed are more or less apparent, we regret we are unable to suggest remedial measures for immediate relief or the prevention of an aggravation of the present state.

The remarks we have to offer are made merely towards the prevention of a state of unemployment of these classes in future.

Foremost, we would like to place the suggestion that the remedy lies in the hands of the Bengalis themselves. Ideas of false pride should be done away with, popular opinion should recognise the folly of early marriage and heavy payments in the way of dowries. The dignity of labour should be rightly understood and the buying and selling of trade be looked upon as a worthy occupation.

Such a change in public opinion would go far towards putting employment on a satisfactory basis, and vocational and technical training scheme would then have a chance of success.

Until Bengalis themselves recognise that they have the chief remedies in their own hands, little good can be done and instead of an improvement in present conditions there is every likelihood of things becoming aggravated.

No. 378G., dated Jalpaiguri, the 13th June 1923.

From—The Chairman, District Board, Jalpaiguri,

To—The Secretary, Unemployment Committee, Bengal.

Extract from the proceedings of a meeting of the Jalpaiguri District Board held on the 6th June 1923.

XVIII. Considered letter No. 169 U. C., dated the 4th May 1923, from the Secretary, Unemployment Committee, Bengal, asking for opinion of the Board regarding the problem of unemployment among the educated middle-classes in Bengal and remedial measures.

The Board is of the following opinion:—

As to causes—

- (1) (i) Reluctance of *Bhadralok* classes for social reasons and caste disabilities to undertake work which they think degrading.
- (ii) The present system of education overstocks the market with semi-educated *Bhadralok* fit only for clerical duties.
- (iii) Those who seek may find.
- (iv) Financial state cannot be considered a primary cause—this is due to lack of effort or to efforts wrongly directed.

As to remedial measures—

- (2) (i) No immediate relief for any such situation is within the bounds of possibility.
- (ii) The unemployed can be absorbed gradually only by the expansion of industrialism in India and foreign trade. They cannot possibly be sent back to the land and they cannot be taken into Government service.
- (iii) Make higher education accessible only to the few, train the others to learn a livelihood outside the professions. Propaganda required.

The population being mainly agricultural cannot afford to pay for the services of educated men—in the various professions the supply at present has outrun the demand and the demand cannot increase until the country produces more wealth possibly only through increase in manufactures and transfer of population from rural to urban areas.

No. 9349, dated Howrah, the 14th June 1923.

From—BABU CHARU CHANDRA SINHA, M.A., B.L., Chairman,
Howrah Municipality,

To—The Secretary, Unemployment Committee, Bengal.

Notes on the causes and proposed remedies of employment.

I. Causes of unemployment among the Bengalis.—(i) *Those inherent in the members of the class.*—(a) Disinclination for occupation involving manual labour or great physical exertion. It is an open secret that the educated middle-class Bengalis look upon manual labour as derogatory to their position in society; in these days though the dignity of labour is freely and glibly talked about yet the educated Bengalis stand aside and eke out their miserable existence with a small pittance by working as an ordinary clerk while their uneducated neighbours are becoming prosperous by taking to other avocations in life. The fact that middle-class Bengali belongs to the *Bhadralok* class stands as a barrier between him and those lucrative technical occupations.

(b) There are also social and religious sentiments amongst Hindus which prevent them from taking to certain occupations such as dealing in leather and leather goods, etc., which are considered as unclean.

Fortunately, however, these causes are no longer hampering the educated middle-class Bengalis from making a position in life and gradually disappearing owing to severe economic stress, but the progress in this direction is very slow and may be accelerated by giving them more opportunities and facilities.

(ii) *Those resulting from the existing system of training and education open to the members of the class.*—The system of education which was originally designed to prepare the Indians to help the administration of the country by providing a considerable number of Government servants of all descriptions is at present out of date and requires to be recast on the basis of present exigencies. The supply has simply outrun the demand. The system requires now to be remodelled so as to provide other avenues of employment for the middle-class Bengalis. Education has an intrinsic value of its own but the economic condition of the country is not such as to enable the middle-class boys to have themselves educated for the sake of education only. Every boy of the middle-class goes to school and college simply with the idea that a career would be opened out to him on the completion of his University course but when at the end of his University career he finds himself stranded in life without any chance of getting a decent livelihood with the help of the education that he has obtained at a great sacrifice, there is no wonder that he should be discontented. This discontent is further accelerated by the fact that his less educated neighbours are earning decently by taking to occupation which a gentleman of his position and education would not take. This disappointment would be largely minimised if more opportunities for business and other trainings are afforded to these boys who

in that case undoubtedly would have sought this course after passing the Matriculation Examination instead of attempting the full University course.

(iii) *Causes resulting from absence of information as to any but a few well-known fields of employment.*—The absence of any institution or department of Government for collecting and disseminating informations relating to all possible fields of employment is also another obstacle for securing suitable employment of the right type by those persons who are qualified for the purpose. If a bureau of such information is started for the purpose it will not only help the person seeking for employment but also employers themselves in securing the right type of men for the same.

(iv) *Those resulting from the financial state of those communities.*—The educated middle-class Bengalis are generally poor and almost live from hand to mouth. This prevents them from taking to any business pursuits even if some of them may have indicated a tendency for the same.

(v) *Other causes.*—The root cause of the present state of unemployment amongst the middle-class Bengalis seems to be the utter disorganisation of rural life owing to insanitation. The rural economic life has also been disturbed and disorganised by the unrestricted import of cheap foreign products which has practically killed local industries and thereby taken away the occupation of many people in the villages. These are the causes which led them to migrate from those villages to the town and leaving the villages to their fates, but the town life instead of bringing any material comfort has merely increased many artificial wants and the old ideal of a self-contained village purchasing as little as possible from outside and selling only its surplus has almost vanished.

II. Remedial measures.—(a) *Measures of immediate relief.*—Unemployment can be largely remedied by immediately starting a better organisation of the existing resources or fields of employment and also by creating new resources or fields of employments.

The Unemployment Committee may do well by recommending that Government should take up in hand through the Industries and Public Works Department and also through the local authorities works which would not otherwise have been proceeded with or accelerated at the present time. In case it is possible for the Local Government to afford financial assistance to these local authorities, the local bodies would also be able to take up many of their works which have at present been kept in abeyance on account of the financial difficulties. Such measures will not only help the labourers to find labour but also will provide a good number of educated middle-class men. Government may also take up through the Department of Industries certain industrial projects and may see that no outsiders but the educated middle-class Bengalis are thereby provided.

In the year 1919-20 a lot of companies and industrial organisations grew up in this country which gave employment to numerous people of the middle-class. It is an open secret that some of them have actually collapsed for want of capital and a large number are at present tottering. If Government could arrange for some source of financial assistance under proper safeguard thereby enabling these organisations to thrive, I am sure, it would indirectly help the middle-class Bengalis to secure some employment.

(b) *Prevention of the state of unemployment.*—Occupations of Indians may be classified under the following heads:—

- (i) *Agriculture and poultry.*
- (ii) *Extraction of minerals.*
- (iii) *Manufacturing industries.*
- (iv) *Transport by road, water, rail, etc.*
- (v) *Trade.*
- (vi) *Professions and arts.*
- (vii) *Public services.*
- (viii) *Private and domestic services.*

Of the above classes the first and second relate to the production of materials, the third to the conversion of some of these materials into different forms ready for use, the fourth and fifth relate to making the above available to the consumers and the sixth, seventh and eighth depend upon the fruit of the other classes.

In respect of most of the above classes a scope for employment of largest number can be made by disseminating information relating to the different kinds of occupations under each class, the lines of work on which each is carried on, the kind of service and equipment required for it, the requirements of further hands of suitable kind for it, the possibilities of extension, modification, introduction of scientific and other improved methods of each and so on. The work sketched above may be briefly styled "Better organisation of the existing resources."

When informations of the above kind are made available for the general public we should make a stimulating enquiry and investigations about new types of business that may be successfully introduced relating to each class. Practical advice, technical help and financial assistance will foster the growth of the new business of this type. This may be briefly styled "Creation of new resources".

I recommend the following remedial measures for immediate relief of the unemployed and for the prevention of possible aggravation of the present state:—

- (1) Financial assistance to active and promising young men to start small manufacturing concerns, such as soap-making, match-making, the preparation of other innumerable materials of wide use, by private bodies, private persons or Government or semi-Government institutions so that a large number of the educated unemployed may be led up to help themselves and the community perhaps it would be necessary to require them to work to some extent under the supervision and control of those that lend the money.
- (2) Provision of facilities for young men to learn trades and crafts either in established houses of business or in institutions established for the purpose.
- (3) Free lease of uncultivated land either jointly to bands of young men, or in proper divisions, together with a loan of sufficient money for expenses up to the time when the land or lands would yield crops and when these are marketed.

- (4) *Establishment of a bureau of information for disseminating correct information regarding fields of employment as detailed above.*
- (5) *A change in the system of education.—The whole educational organisation of the country must be modified so as to fit the pupil for intelligence as well as business pursuits. Apart from the objective benefits which are quite apparent, this would bring in a happy change of mentality and a democratisation of intellect and pursuits.*

No. 101, dated Rangpur, the 13th June 1923.

From—**BARU SINDHESWAR SHAHA**, Superintendent, B. C. Technical School, Rangpur,

To—The Secretary, Unemployment Committee, Bengal

With reference to your letter No. 405 U. C., dated the 4th May 1923, I have the honour to submit the following reports :—

1. **Causes.**—In the caste system of the Hindus particular professions have been assigned to each section and therefore one section cannot do the work of another. Hindus of higher castes such as Brahmins, Baidyas, Kayasthas and Kshatrias follow those professions which they consider more honourable and consider it a humiliation to take up manual labour or any trade or industry which they consider will degrade their status in society and thus remain unemployed.

2. The existing system of training open to these classes is hardly capable of producing men who can earn their livelihood by any other occupation than that of lawyers, clerks, school masters, doctors and lower grades of agriculturists or engineers or mechanics. The fields of lawyers, clerks, school masters and doctors have become over-crowded and engineers, agriculturists can not find suitable employment or can start independent firms or factories owing to their incomplete training and increase the number of unemployed.

The education being now open to all classes of men a considerable portion of the classes formerly dependent on trade, agriculture and industry have entered the Universities and have come out as middle-class men who are fit for no other useful works than that of clerks, lawyers or teachers and thus adding to the difficulties of the situation.

Raw materials are very cheap and abundant in India but there are no institutions here which may give training to our young men and so make them capable of producing articles which can stand foreign competition. Therefore although there may be fields for many of our young men many of them remain unemployed.

3. The absence of information regarding various fields of employment in India or outside it, except a few well known ones, is one of the causes of unemployment.

4. The financial state of these classes of men are not such as they can capitalise any industry which can stand foreign competition. During the great war when the number of foreign competitors greatly declined many industries spontaneously sprang up but at present when many competitors have come into the fields most of them have either died out or are struggling hard for existence owing to insufficient capital and lack of information about the improved methods of manufacture.

5. Other causes of unemployment are: Want of (a) useful training in improved methods of manufacture, (b) power of organisation and management of joint stock or private companies, (c) state patronisation on a larger scale. The unrestricted import of foreign goods is one of the causes. The continual increase in the cost of living is another cause which is forcing many people who lived on land revenue and agricultural outturn to swell the ranks of unemployed and thereby aggravate the distress. Want of training the improved methods of agriculture is an additional cause.

1. **Remedies.**—The middle-class educated men like to do brain work and will not remain contented with doing only manual labour; they should be so trained that they may be managers, superintendents, directors or supervisors after a few years work as a labourer. They have no objection at present to do manual labour if it helps them to qualify for the above positions.

2. To give immediate relief to the unemployed (a) an employment bureau should be started at once which will prepare a list of the unemployed and supply information to them about the vacancies or openings where they may find employment, (b) natives of this Province should be given as much employment in the departments of Government or other public bodies as far as practicable in place of persons imported from other provinces or countries.

3. In order to prevent the aggravation of the present state—

- (a) Provision should be made for such useful training in schools, colleges or other institutions that students after completing their training in those institutions may find themselves fit for starting or managing some industries or agricultural works which can stand against foreign competition and the production therefrom have a ready market. Most of the persons at present enter the Universities and come out with an education which can not help them in gaining their livelihood. If they can be attracted to other ways of livelihood the present state of affairs will cease to exist.
- (b) Before selecting any profession guardians should enter into an agreement that their wards will earn their livelihood by following that profession only and will not leave that without special reasons.
- (c) As the financial condition of these classes is bad they should be trained to start agriculture or industry in the co-operative system.

The remedies suggested above may be summed up as follows:—

- 1. An employment bureau should be started at once which will prepare a list of the unemployed and supply information to them about the vacancies or openings where the unemployed may find employment.
- 2. Steps should be taken to replace the foreigners in public offices by the natives of this Province.
- 3. Steps should be taken to provide the middle-class men with such training as will qualify them to become managers, directors, etc., and capable of producing articles of commerce which may compete with the prices and qualities of the goods imported from foreign countries.

4. Steps should be taken to create a market for the articles produced by the agriculturists and industrialists of the Province.
5. Before selecting any profession guardians should enter into an agreement that their wards will follow that profession only and will not leave the same without special reasons.
6. Steps should be taken to supply the people with information regarding various fields of employments in or outside India.
7. Some sort of restriction should be imposed on imported goods.
8. Co-operative banks should be opened to help the passed students of professional institutions.
9. Training should be given to fit the pupils for working in the co-operative system.
10. People should be trained about the management of joint stock and private companies and how to organise them.
11. Research laboratories and experimental farms should be started by Government to help the agriculturalists and industrialists.

No. 1989 R., dated Jalpaiguri, the 14th June 1923.

From—W. A. MARR, ESQ., C.I.E., I.C.S., Offg. Commissioner of the Rajshahi Division.

To—The Secretary, Unemployment Committee, Bengal.

With reference to your letter No. 216 U.-C., dated the 4th May 1923, on the subject of unemployment among the educated middle-classes, I have the honour to state that in my opinion the main causes of this unemployment are:—

- (1) The unwillingness of these classes to adopt any means of livelihood involving manual labour.
- (2) Over population.
- (3) Universal marriage, too early marriage and unrestricted production of children which result in the bringing into to the world of an increasingly large proportion of persons who are both physically and mentally unfit and tend to produce offspring still more unfit, who are not only unemployed but unemployable.
- (4) The increasing number of persons physically and mentally below the average who are mistakenly sent to high schools or colleges by their parents.

The unwillingness of the educated classes to adopt occupations involving manual labour is partly the result of their physical unfitness combined with an enervating climate and partly the result of the present type of education which is largely literary in character and tends to produce a memorising unpractical being and not a practically minded thinking being. It is clear that the enormous numbers at present passing through our high schools and colleges cannot all secure "soft jobs" or soft-handed jobs. If they are to earn a livelihood they must

take to occupations involving manual labour in the field, in the factory or elsewhere. Necessity will ultimately force the present generation in this direction; but an improved and more practical system of education can presumably be devised to lead the next generation into paths which will offer a fair prospect of a livelihood and permit only the intellectually superior few to proceed directly to the higher branches of education. Mass education on practical lines is needed and I am inclined to agree with the proposals of the Retrenchment Committee in this respect. A great deal of the money now spent on education is being wasted. If it could be withdrawn and devoted to a sound system of mass education with adequately trained and adequately paid teachers it would be a great step in advance. When a certain modicum of education is universal the unwillingness of the so called "educated" youth to adopt any occupation involving manual labour will tend to disappear. Every one will be "educated" and education will tend to lose its value as a standard of differentiation in the employment market. In Great Britain a century or two ago the ability to write was comparatively uncommon and any person who could write could earn a livelihood by his pen. Now every one can write and the value of penmanship is nil and no one would think of claiming that any particular form of employment was beneath him because he could write.

But no scheme of education will be effective or even permanently useful unless at the same time the unfit are restrained from bringing children into the world and unless every fit person is taught to consider before bringing a child into the world whether he or she can give to that child a suitable upbringing and secure to it a reasonable prospect of a full and happy existence. At present most countries are over populated and India is undoubtedly one of the most over populated countries in the world. She suffers from the special handicap of being almost entirely an agricultural country and being unable to import food in exchange for manufactures. The produce of the soil at this moment provides in a normal year probably little more than sufficient food for the present population. In a bad year there is not enough of food for the present population. The enormous mortality from influenza in 1918 shows how poor the national physique is and how little able it is to stand against any new epidemic. The population has already risen to the limit of subsistence and it is still increasing since no artificial checks are being applied. Man like other animals is naturally fertile and the only limit to the increase in his numbers is the want of food and the diseases produced by mal-nutrition. The food-producing area in India and on the earth as a whole is limited and the law of diminishing returns forbids the hope of any important expansion in the yield of any particular area. The only hope of future happiness and comfort for India in particular and the world in general lies in a careful restriction of the population (in India I should say if it were $\frac{1}{2}$ or $\frac{2}{3}$ of what it is now it would be for the general good) and a careful prevention of the reproduction of the unfit. I need not however repeat what has so often been said by others; but suggest that a careful perusal of books like Harold Cox's "Problem of Population" and Lothrop Stoddard's "Revolt against Civilisation" should be recommended to every Indian publicist.

There can be no doubt that the present Indian custom of universal and early marriage and unrestricted child-bearing is absolutely fatal to the future of the Indian people. A not inconsiderable percentage of the present generation is quite unfit to marry or to have children, even if there were room for these children which I contend there is not.

Dated Berhampore, the 14th June 1923.

From—NIL RUTTON BHATTACHERJEE, M.R.S.A., F.I.P.S. (London),
F.C.I. (Birm.) S.A. (U.S.A.), Head of the Commerce
Department, K. N. College, Berhampore,

To—The Secretary, Unemployment Committee, Bengal.

I beg to acknowledge the receipt of your Circular No. 397 U.-C., dated the 4th May 1923, regarding the problem of unemployment among the educated middle-classes in Bengal and have pleasure in answering your questions as under.

I have studied the question for about 20 years and the finding of employment for the educated middle-class Indians as well as Anglo-Indians has been one of my difficult tasks. So far as the Bengalis are concerned the present state is due to a very great extent to the existing system of education and thoughtlessness and conservatism on the part of guardians and students. Then there is laziness, lack of spirit of enterprise and lack of confidence in themselves. The very fact that a young man has passed the Matriculation examination well makes him go up for the Intermediate examination and the very fact that he has passed the Intermediate examination makes him go up for the B. A. or B. Sc. examination without giving any thought as to what he would do after he has obtained the Degree. When he passes the Degree examination he finds he has no means of prosecuting his studies further and probably by that time he becomes the father of children and it becomes incumbent upon him to seek for any sort of employment. He forgets, however, that the training which he received at the University was only of a general nature and has not made him fit for any definite profession or occupation. In this way thousands of educated Bengalis are in the employment market year after year the greater portion of whom fail to find suitable customers for themselves. The few learned professions are overcrowded and it is not within the means of every educated young man to prepare for them. New avenues of life have therefore to be created but there again it would take some time to educate them and their guardians as to the utility and prospects of new systems of education. The majority of Professors in the Arts and Science Colleges are hostile to any new departure and whenever a graduate or an under-graduate refuses to follow the beaten track and desires to take up some professional education, (Law, Engineering and Medicine, excepted, of course) they try all sorts of tactics to dissuade them from their purpose. I have noticed with great regret that Bengali youths are very averse to labour hard and laziness is one of their chief defects. Out of 100 students it would be difficult to get 10 capable of regular and continuous work for 6 hours and for manual labour I doubt whether even 5 per cent. could be found who are either fit or inclined. A feeling of restlessness and anxiety is manifest now and we find departures here and there from the beaten track yet the shackles have not been shaken off and in spite of all talk there is a deep-rooted conservatism which has brought about this stagnation. Absence of information regarding new avenues of employment is to a certain extent attributable but in many cases new departures are looked upon with apathy and distrust. While the Arts and Science Colleges are filled to their utmost capacity, very few come enthusiastically for the study of agriculture, commerce or industry. Notwithstanding all agitation these spheres are still regarded by a vast majority as those for the untrained and unclaimed. Under the patronage of the Maharaja of Cossimbazar I made suitable arrangements in 1921 for the

study of agriculture very much on the lines advocated by Captain Petavel, silk spinning, weaving and dyeing, and I received only 6 applications for the agriculture department, 8 for the spinning and weaving and 20 for the engineering. The system of education has to be changed lock, stock and barrel. Educational necessities must take precedence over luxuries.

I do not think it possible to offer immediate relief to all the unemployed. It has to go through the slow process of educating and weeding out their defects. A taste for agricultural, industrial and commercial pursuits has to be created and this can only be done through the medium of a proper system of education imparted by live, sincere, and real enthusiasts. It should be the duty of every institution of the above nature not only to impart training which would make them fit for the battle of life but side by side must take adequate steps which would enable them to acquire business-like habits. The students must be made to appreciate dignity of labour and learn to rely on themselves. To make the youths commercially and industrially inclined and to make them commercial and industrial converts there is no other medium but a well thoughtout programme of education. This change, however, cannot be effected all at once and till that is done the Government and the public must come forward with adequate funds to establish and maintain institutions of the above nature which will have a far-reaching effect. In connection with the commerce department I started an agency branch and secured sole agency for the district of Murshidabad from Amedabad Mill, Binode Mill, Mohini Mill, Surat Mill, Bengal Chemical and Pharmaceutical Works, Dacca Buttons, Muzaffarpore Cutlery, ghee, soaps, perfumeries, glass works, potteries, etc. The idea was to make the Agency Department worked by the students under the supervision of one of the members of the staff who has a long business experience and the commission to be divided amongst the student workers. Practically no capital was required as all the companies agreed to send the goods on consignment basis and if it was worked satisfactorily we could have provided openings to a very large number of youths. To my great regret I have to confess that I could not get even half a dozen willing workers. Whether in agriculture or in industry or in commerce it would be impossible to make them successful operatives unless their habits are changed and they receive suitable training.

Dated Barisal, the 14th June 1923.

From—BABU JOTISH CHANDRA LAHIRI, Superintendent, Government Technical School, Barisal,

To—The Secretary, Unemployment Committee, Bengal.

The question of unemployment of the educated middle-classes has drawn attention of the public for the past few years. After finishing college life, most of the young graduates find no room in the bar, teaching lines, Government, Merchant and Zemindary Offices, business lines and do not know where and how to get an employment and earn something for their livelihood. Most of the ambitious boys finding no other occupation, at last turn out as non-co-operators.

The present system of education in the General Department is failing to develop in boys those qualities which make them self-reliant, preserving resourceful, morally good and active. It is for these reasons,

there is much cry for the introduction of vocational training in all schools and colleges and great demand for better technical, commercial and industrial education.

This country is industrially poor and unless attempts are made to grow industries, the main bulk of population will remain unemployed. For the growth of industries, arrangements for better form of technical and industrial education of the young generation should be made in the beginning. We find, every year, a number of schools and colleges are established by the public, sometimes with or without the Government aid, but as the establishment of technical and industrial schools is a costly affair, no attempt in this direction is made by them but they cry for it and expect the Government to spend money for these institutions. The only attempt in the past was made by some District Boards but they with their very limited resources established some institutions of too elementary type which are failing to produce men what country demands.

The Government can spend lakhs and lakhs for the growth of secondary schools and colleges which produces only beggars of services but they cannot find any money to run a few improved type technical and industrial institutions which will produce men for the growth of industries in this country. The services are very limited and it cannot be hoped that everyone who will receive general education will be provided with a service, it is only the industry which can keep the majority employed. In my humble opinion, unless the Government spend more and more money towards the growth of technical and industrial education, the question of unemployment of educated middle-classes will be more pressing in future.

Apart from these causes, it is the general inclination of the middle and even the poorer classes to get their boys educated in schools and colleges of the General Department (without any consideration of their means) so as to make them fit for a service and the boys too, being more or less indolent have a great aversion to hard and practical works in shops. If the number of Art Colleges are not increased or reduced, the boys finding no seat there, will be compelled to follow the new channels that will be opened up by the establishment of technical, industrial and commercial schools and colleges. The present time is such that no compulsion is necessary and if the boys find a channel that will bring forth a decent income, they will naturally take it up.

It is also necessary to make some arrangement with the owners of factories and workshops so that boys trained in the technical and industrial schools and colleges are better recognized and get employment whenever any vacancy occurs.

No. 2836-A., dated Jamalpur, the 25th May 1923.

From—A. DEVON, Esq., Acting Locomotive Superintendent,
East Indian Railway Company,

To—The Secretary, Unemployment Committee, Bengal.

Unemployment among the educated middle-class Bengalis and Anglo-Indians.—I am afraid I am not sufficiently conversant with the subject to give replies of any value to the questions raised. I therefore propose to reply merely in general terms.

It is generally accepted that the economic upset resulting from the war is the main cause of unemployment. This is aggravated in the case of educated middle-class Bengalis by their unwillingness to take up manual work. India, even in prosperous times, apparently cannot employ the large numbers of Indians who desire non-manual work. Therefore, it is essential that they should be encouraged to take up manual work and that the field for their employment be widened. The problem of how to provide relief for the unemployed other than by the granting of doles is one that has severely taxed the wits of mankind without producing any clear result. The great problem of unemployment still awaits solution notwithstanding the concentration on it of the best brains of many countries. Many palliatives have been proposed but no real remedy found. In an agricultural country like India one obvious remedial measure would be to divert as much educated men power as possible from legal, educational and clerical work to agricultural work, taking steps of course so to organise and develop the latter that it would readily absorb the educated man-power available.

As regards the Anglo-Indian it is obvious that his difficulty to secure employment lies in the severe competition of Indians capable of giving similar service at lower rates.

No. 35326-80, dated Calcutta, the 1st June 1923.

From—The Chief Auditor, East Indian Railway,

To—The Secretary, Unemployment Committee, Bengal.

I am not in a position to deal exhaustively with the questionnaire forwarded by the Secretary, Unemployment Committee, Bengal, but may remark as follows:—

(1) I am inclined to think that amongst middle-class Bengalis there is a tendency to endeavour to follow a few well-known fields of employment such as Government service and the Law and the supply of candidates exceeds the demand. Coupled with this tendency there appears to be a traditional dislike to take up manual work even such work as is necessary to consolidate a theoretical training.

To some extent the above remarks are intended to apply to Anglo-Indians also.

Present economic conditions have accentuated the troubles.

(2) So far as my knowledge goes and speaking generally I should imagine that the training and education of Bengalis must inevitably guide them towards clerical work such as is to be found in all Government services and office generally.

With regard to the Anglo-Indians their education is possibly superior to the education received by the majority of youths in England and I consider no fault can be found with it on that score but so far as my limited experience goes I have noticed a lack of determination and a tendency to hope for a good job rather than a desire to make the best of the job to hand. There seems to be something lacking in the moral training in their schools and possibly too much attention is given to what may be termed accomplishments and too little to forming character and backbone.

(3) No doubt unemployment arises from the absence of information as to any but a few well known fields of employment but on the other hand there appears to be an all too general desire to explore this narrow field.

(4) Naturally financial stringency must hamper a community in its education and its efforts to obtain work but these causes operate in other countries and are probably no worse in India than they are in many other countries.

2. With regard to remedial measures (i) and (ii) appear to indicate artificial measures such as financial assistance from State Revenues. With the country committed to retrenchment in every department and the necessity for emergent taxation to balance receipts and expenditure any financial relief appears to be out of the question. In any event relief of this nature is no remedy.

(iii) The widening of the field of employment following a really practical education and training seems to be the obvious remedy.

Dated Lillooah, the 6th June 1923.

From—C. J. H. DANBY, Esq, Carriage and Wagon Superintendent,
East Indian Railway Company,

To—The Secretary, Unemployment Committee, Bengal.

Note regarding Unemployment amongst the educated middle-class Anglo-Indians and Bengalis.

(I) A great deal of the trouble is due to the fact that the men themselves have not had the strength of character to make up their mind to follow a special branch of profession or trade and to concentrate on that particular branch until they have mastered it and become expert and efficient. There is far too much dabbling and too much of the "Jack of all trade and master of none" for these men to make a success of their working life also many refuse to soil their hands at work and I consider this one reason why so many of them are out of employment at present having proved useless.

Another cause is the objection many Anglo-Indians and Indians have against taking up employment at any distance from their homes particularly in the case of Indians. Applications are frequently received for appointment from men who have abandoned the posts they held for several years because they were being transferred.

Besides those who cannot obtain admission into any service there are those who cannot keep their job. There are certain vices such as drink, dishonesty and dissipation which cause several to be without employment and if they are unable to produce a favourable reference from their last employer it is not likely they will secure another post. Malaria is another scourge which often compels a good man to relinquish his post.

Then there is another class of men those who are born lazy. They expect the working members of the family to support them or seek aid from local charities with the excuse of some misfortune, etc.

(II) Education of both Anglo-Indians and Bengalis is not of the standard that will fit the lads for employment. The schools for Anglo-Indians (with a few exceptions) aim at fancy subjects to attract parents to send their children to the schools concerned, whereas the most important subjects such as English Grammar, Composition, Précis writing and Mathematics are treated as of little importance. Consequently when lads appear for Test Examination to enter any service they are unable to get even 50 per cent. of marks.

In schools for Indians, the teaching staff appear to be incompetent to train the lads in good English or Mathematics, and though the cramming system may enable them to pass the Matriculation Examination, many lads when appearing for tests to pass into service are absolutely unable to write a sentence in correct English; they are also unable to converse with Europeans and express their ideas intelligibly.

(III) Absence of information of avenues of employment is the chief cause for Anglo-Indian lads being without employment. The parents are probably hard worked people. They are therefore not in a position to move about in those places where they may come in contact with people of diverse occupations and thus learn what chances there are of employment in other parts of India. They are unable therefore to determine any particular trade or profession for their children who thus drag through their school days absolutely in the dark regarding their future career.

(IV) The bad financial state of both Anglo-Indians and Indians is a serious drawback and tells on the prospects of the younger generation. There are several schools, the fees of which are within the means of the average Anglo-Indians, but when the children pass out of these schools the parents have not in many cases the means to put the children to any college or institution where they may obtain tuition for a special service or technical training for superior posts in the Mechanical line. Railways and shipping workshops are always open to receive educated lads, but their parents are often unable to support them for the period of their apprenticeship.

The Indian, on the other hand, receives education for a few years, and if his father or the uncle, who may be the chief bread-winner, dies, the lad's education ceases. I have received scores of applications with the stereotyped phrase: "I read up to the Entrance Standard, but owing to my father's death I was compelled to abandon my studies".

(v) Another characteristic of the average of these men is the apparent ingrained idea they have that they must *necessarily* be appointed to supervising grades and they have little or no idea of doing a good hard day's work, and even when given supervising appointments where it is necessary that their whole energy and attention should be concentrated on their work, the grossest carelessness and irresponsibility has been found.

Then it would appear to me that there has been little or no attempt during the earlier education of these people to instil into their minds the one basic principle of all success, *i.e.*, that a man must learn to obey before he can hope to be able to command, and it seems to me that far stricter discipline is required in schools and in places of training for trades and professions. There is obviously far too much

“sparing of the rod and spoiling of the child” and unfortunately this is often apparently supported by parents and guardians.

Also it appears to me that a great deal of the trouble which will have to be faced by these particular classes is the fact that physically a great number of the men are not capable of standing the strain of continuous hard work. In my opinion, formed from personal experience and observation, a great deal of this is due to the fact that the men take on the responsibility of marriage before they are even able to look after and keep themselves, they are consequently unable to obtain the right kind or in any case sufficient food to support their bodies under the strain of hard work, in many cases they obviously abuse the privileges of the married state the general result is they become physically degenerate and as will naturally follow the children will be worse examples than they themselves, and it would appear that if a very serious increase in the present situation is to be avoided, some restrictions should be put on these marriages and that men should not be allowed to marry before they are of suitable age and in a position to support a wife and family.

2(I) As regards immediate remedies it appears that there is very little hope at the present moment of employment for even the men amongst these classes who have taken the trouble to make themselves more or less efficient. The only possible solution to this problem seems to be that the Government should be in such a position and be prepared to spend a considerable sum of money in various ways. As far as Railways are concerned, a very considerable amount of employment could be found for suitable skilled men in various ways if funds were made available. Also an Advisory Board could ascertain the avenues open to them to be provided with work by persuading firms who are making large profits to enhance their staff.

(II) A Committee should be appointed to examine the method of education and decide the subjects which should be compulsory for the services in the country, limiting the number of optional subjects which should only be commenced from the standard of the Junior Cambridge when the lad's mind will be competent to grasp and develop on such subjects as will help him in his future career.

As regards Indian schools, there should be a standard of efficiency for Masters, who should be able to speak the English language fluently and correctly and smart in mathematics so that they will turn out lads fit for working in public offices, as this and the Bar are about the only lines pursued by educated Bengalis.

Parents should realise that schooling alone does not make a lad perfect. Home influences and encouragement to enable the lad to take the greatest advantage of all opportunities and particularly facilities for the lad to study at home are essential.

(III) The above remarks will soon begin to tell in future and if the Advisory Board or the Inspectors of Schools can keep the schools informed of the avenues of employment which are open to the lads, the schools should communicate such information to the parents and get their instructions as to the particular branch of service for which the boy should be trained.

Assistance by way of Scholarships may be given to deserving lads to continue training in some College or workshops.

No. 14411, dated Calcutta, the 7th June, 1923.

From—A. H. JOHNSTONE, Esq., Chief Engineer, East Indian Railway Co.,

To—The Agent, East Indian Railway Company.

Your docket No. E/15035 of 14th May 1923.

In my opinion the present state of unemployment among the educated middle-classes in Bengal and the Anglo-Indian middle-class is due largely to the world wide depression in trade and the consequent necessity for economy and reduction of staff in all branches and walks of life.

2. Ever since peace was restored unemployment has been prevalent throughout the world, but in other countries it is the labouring classes that have been mainly affected while in India the worst sufferers have been the educated classes.

3. The present system of education in the schools and colleges in India turns out men who are only fit for clerical posts and consequently as such posts are limited in number there are a large number of educated men who are unable to obtain any employment at all.

4. Bengal perhaps feels the position more acutely than other Provinces owing to the effect of competition from without as the Bengali clerk is being gradually ousted by men from other parts of India who are now able to obtain an education equal to if not better than what is available in the schools and Universities in Bengal.

5. Technical education has been suggested as a remedy but this would unfortunately have no immediate effect though possibly in years to come it may effect an improvement on present conditions.

6. As regards the Anglo-Indian unemployment this is largely due to the fact that he is being replaced gradually but surely by the Indian who is able to accept a lower rate of pay than the Anglo-Indian can and as economy is a vital necessity in these days the Indian naturally has the preference.

7. The remedy is hard to find but would seem to lie in the education of men for branches of life other than the mere clerical ones. As regards immediate relief, there does not appear to be any solution as any system of unemployment doles such as has been effected in other countries would not be practicable in this country owing to the cost that would be involved.

No. T. E. 954/181-E., dated Calcutta, the 7th June 1923.

From—B. F. HIGMAN, Esq., Acting General Traffic Manager, East Indian Railway Company,

To—The Agent, East Indian Railway Company.

Regarding unemployment among the educated middle-classes in Bengal.

Your No. E. 15036 of the 14th May 1923.

Under the above quoted reference is docketted for remarks copy of letter No. 521 U. C., dated 9th May 1923, from the Secretary, Unemployment Committee, Bengal, to your address who submits a questionnaire which I propose to endeavour to answer para. by para.

2. It would, however, perhaps be as well to preface my remarks by making clear the class of man I am considering under the expression "The educated middle-class of Bengalis and Anglo-Indians" mentioned in question I. My remarks refer to the class of Bengalis we ordinarily employ as clerks in Head and District Offices and on the line as station masters, assistant station masters, goods clerks, etc. So far as the Anglo-Indian is concerned my remarks cover the class of man who although he commences his career on the East Indian Railway as a guard, is employed with a view to promotion to the higher grades such as station masters, yard masters, inspectors, etc.

3. **Question I.—The principal causes of the present state of unemployment among the middle-class Bengalis and Anglo-Indians.**—I attribute the present acute state of unemployment to the slump which succeeded the trade boom immediately following the War. In all European countries there has been same sequence of events; a trade boom followed by a heavy slump and consequent acute unemployment but while at Home unemployment is decreasing and the cost of living is coming down in India I see no hope of a decrease in unemployment in the immediate future unless a plentiful harvest can assist the present state of affairs. The unfortunate collapse of the Alliance Bank of Simla which has been followed by the closing of two Indian Banks in the Punjab has added to the difficulties already experienced.

We have had innumerable applications from Anglo-Indians of good qualifications and with excellent certificates who have been thrown out of employment owing to—

- (i) severe retrenchment due to bad trade,
- (ii) complete closing down of works, business, etc.

(i) **Sub para. to question (I)**—I do not think that the present acute state of unemployment is due in any way to a want of qualifications in the victims of unemployment. There is always a certain number of unemployables in every community but this number remains constant and need not be taken into account in considering the question of unemployment.

2. The extension of education in Bengal has caused the clerical class to become very overcrowded; men whose fathers worked with their hands, have, owing to their better education, forsaken such work and have taken to office life. The position therefore is that there is generally a shortage of artisans and men competent to work with their hands while the ranks of the office clerks are swollen and there is always a large number of men without employment. Our experience has been that the man who by birth belongs to the clerical class has great difficulty in holding his own with the new comer and a liberal education does not seem to make men more competent to hold their own in the competition for a livelihood.

To give an example—Two attempts have been made to recruit men with University degrees, *i.e.*, B.As. In the first instance, such men were recruited for special class Ticket Collectors but the experiment was given up after a prolonged trial as these men were found unsuitable. Again men with University degrees were taken on in offices on a higher rate of pay than men without like educational qualifications, but the results did not justify the additional expense and now we have done away with the distinction and a B. A. comes into the

service on the same footing as a man without an University degree. The conclusion therefore may be that the present educational system turns out men suited for the low standard of capability required.

3. I do not think that lack of information regarding employment has much effect on the question. An employer of labour will always find the type of man he requires if such a type exists; if it does not exist locally he will import the necessary skilled labour be it clerical or manual.

4 and 5. I have no remarks to offer.

Question 2.—What remedial measures can be suggested.—Under this head I have no suggestions to offer. No remedy has been found at Home where this matter has received very careful consideration. With the slump in trade there must inevitably be a rise in unemployment and I see no hope of any improvement in the “unemployed” figures until the trade of the country revives.

No. 1538 D., dated Calcutta, the 11th June 1923.

From—The Controller of Stores, East Indian Railway,

To—The Agent, East Indian Railway.

Unemployment among the educated middle-class Bengalis and Anglo-Indians.

Your docket No. E. 15038, dated the 14th May 1923.

I beg to make the following remarks on the subject of the letter covered by your above mentioned docket.

The principal cause for the present state of unemployment not only among the educated middle-class Bengalis and Anglo-Indians but to all classes throughout the world is the late War. But so far as middle-class educated Bengalis are concerned, their unemployment is in my opinion aggravated by their education and prejudices.

The main object of Bengali students is to gain a B.A., or M.A., or B.Sc., or other distinction and then to enter Government service in some clerical capacity. Government cannot employ all such and the overflow finds occupation in banks and mercantile offices and so on, all in a clerical capacity. The numbers of clerks available always far exceeds the demand and there must always be unemployed in their ranks until they radically change their views.

It seems to me that middle-class Bengalis should, if possible, be taught the dignity of labour and that it is not *infra dig* to soil their hands. Agriculture in India opens a huge field as also do forestry, trades and industries. If young Bengalis could be led to study any of these and stop cramming for B. A., etc., examinations very considerable relief would be afforded to their community.

I cannot suggest any remedial measures which will afford immediate relief. The only possible relief to both Bengalis and Anglo-Indians is financial relief—under present circumstances this is impossible but even if it were not so it would be repugnant to any self-respecting Indian or Anglo-Indian to accept money. With regard to the future I can only suggest that suitable education and training should be obtainable so that a wider field and scope will be available for their energies.

No. 4270 B/E.—266/166/21, dated Calcutta, the 14th June 1923.

From—COLONEL G. R. HEARN, D.S.O., Agent, Eastern Bengal Railway,

To—The Secretary, Unemployment Committee, Bengal.

I send herewith my answers to the questionnaire which was sent with your letter No. 523 U. C., dated the 9th May 1923.

2. I also enclose some letters from officers of this Railway on the same subject, which may be of interest to the Committee.

Answers to Questionnaire.

I. Principal causes of present state of Unemployment.—(i) Non-recognition of the "dignity of labour" and profits to be obtained therefrom as compared with "respectability" of clerical work even at the expense of miserable remuneration.

(ii) A University system which aims at production of literary matriculates rather than at the strengthening of character which follows from becoming a skilled workman.

(iii) Disinclination to embark on enterprise and preference to follow in well trodden paths to a crowded profession or employment.

(iv) Constant subdivision of capital and reliance on support from the family even if impoverishment of the family results.

II. The remedial measures suggested are—(i) The starting of Public Works which will at first only benefit the unabsorbed and possibly inferior unemployed but will with care build up a desire for technical knowledge and the larger profits obtainable.

(ii) Much more attention to be paid to technical education. The success of the Parsis may be cited, and the Punjabi also is turning to work with his hands. There are more Sikh taxi drivers in Calcutta than of any other class.

(iii) Propaganda showing the greater profits to be obtained by technical employment rather than literary "quill driving," and a cry of "Bengal for the Bengali" in this respect. It should be recognised however that Calcutta is Bengal and that outside little is done to develop the country. The Bengali zemindar appears to be a much worse landlord than the Government of the "Non-regulation" Provinces.

No. E18/149, dated Calcutta, the 4th June, 1923.

From—C. B. BARRIE, Esq., Chief Engineer, Eastern Bengal Railway,

To—The Agent, Eastern Bengal Railway.

Your letter No. 2623 B/E, dated the 16th May, 1923.

I send herewith a note by Mr. J. N. Bose, Executive Engineer, No. I., Head-Quarters, on the question of "Unemployment of middle-classes in Bengal" with an editorial from *The Statesman* in yesterday's issue.

Thirty years ago the Bengali clerk was to be met with all over Upper India and bore the reputation of being excellent at his work. One seldom sees one there now and the reason seems to be that the Bengali is not as efficient as other races even in the form of work which appeals

to him. He seems to have stood still while the others have overtaken him in the struggle for existence by rendering themselves as efficient as, and even more than, the Bengali.

Agriculture* is the main-stay of Bengal. But the middle-classes are not inclined to adopt it as a profession probably for want of energy and a feeling that it is derogatory to their dignity.

Openings in industry occur frequently. But as these will involve physical labour, it is not likely that the middle-class Bengali will take to this form of work either.

In any case the relief that agriculture and industry will afford cannot be given at once and I cannot see what remedy to recommend for immediate adoption.

**Note by Mr. J. N. Bose, Executive Engineer, No. 1, Headquarters,
Eastern Bengal Railway.**

In finding out causes that have led to the present state of unemployment to the middle-class educated people of Bengal, it is necessary at first to understand the tradition and occupation of these people, say, 50 years ago or before, when there was no such "unemployment" difficulty.

The people of Bengal—and this is perhaps true to a great extent with regard to those of other Provinces—is divided into 3 main classes.

(1) The upper class which consists mainly of zemindars and big merchants.

(2) The middle-class people which form the backbone of the Society are mainly literate or educated classes. A large number of this class have served and are serving the State holding various responsible positions in the administrative or executive functions of the Government or similar positions in mercantile offices. By far, the vast majority of these people used to live mainly on agriculture and to a small extent on industrial and business pursuits. According to traditions a middle-class man, half a century ago, would secure a few acres of land permanently or on permanent lease from a zemindar and maintain according to his requirements, one, two or more ploughs with bullocks and servants which were easily available at the time. The outturn of crop was generally sufficient to maintain him and his family.

Those who had no money but had land inherited from forefathers used to let out their land to a cultivator on *burga* system, i.e., a system in which the produce was equally divided between the landlord and the cultivator, the former providing the land free and the latter doing the labour in return. A small percentage of the middle-class people also took to industrial and other occupations. With the establishment of the University system of education the people are being educated in literary and general scientific subjects, in medicine and law. In these intellectual pursuits, the people of Bengal have undoubtedly advanced considerably ahead of those of other sister Provinces. Of course, the vast majority of middle-class men in Bengal have never engaged themselves from time immemorial in manual occupations such as carpentry, blacksmith's work and the like. Such manual occupations were and even to-day are the monopoly of separate castes belonging to somewhat lower scale in Society, intermediate between the middle and lower classes.

(3) The lower class of people. These consist mainly of labouring and agricultural classes. The condition of this class of people to-day appears to be much better than what it was say, 50 years ago. The wages of labour and the value of agricultural produce have advanced considerably so that on the whole the labouring class people and agriculturists are in no way worse off than they were before.

Some of the middle-class people who were fortunate enough to make profits on agriculture used to buy land out of the surplus profits. This land was partly rented to ryots at an average rate of Re. 1 per bigha per annum and partly let out on profit-sharing system (known as *burga* system) with the tenants. A large majority of middle-class men belong to this class. The income derived from this source was enough for maintenance of himself and his family decently.

Since the great war the prices of foodstuffs, clothing, etc., have gone up by at least 150 per cent. more on an average so that while a labourer or a cultivator has not materially suffered in any way by this advanced price, the middle-class men have been hard hit by this increase as his income mainly derived from land revenue has not increased nor a proportionate increase of his salary on which he depends for a living has been granted by his employers.

In the meanwhile, no avenues of new employment are open to him consistent with his traditions. He cannot get labour for cultivation at a suitable rate as labourers find already employment in factories, mills, etc., which they find more profitable or in any case agreeable.

On the other hand malaria has undermined the vitality of the people and the soil has deteriorated due to want of manuring. There is no systematic irrigation works prevalent in Bengal or any opened by zemindars who are also vitally interested in the matter. Failure of crop is more often the case than not. A vast majority can yet find agriculture more remunerative if followed on a up-to-date scientific method. In the last century while young men of Bengal were after pursuits of literary education the Marwaris, up-country men and Bhutias have captured the internal trade of their country. He finds it difficult to compete with these people who have already established themselves in the market.

I append below a summary taken from the Census Report of 1911 (the Report of 1921 being still in the press):—

<i>In Bengal.</i>			
Number of persons per sq. mile	..	..	551
Total population	..	..	46,305,642
Of the above number—		per cent.	
Hindus	..	..	45.24
Mohomedans	..	..	52.34
Sikhs, etc.	..	..	2.42
Literate	..	..	7.72
English knowing	..	..	1.07
Industrially occupied	..	..	7.38
Cultivators	..	..	73.2
Other labourers	..	..	19.48

The above shows that as the matter now stands, lot of people could yet live on agricultural, industrial and other similar occupations and further by making improvements on the old primitive methods of agriculture, openings could be made such as dairy farming, fruit gardening, poultry keeping, fruit canning and the like on which the middle-class men in Bengal could still be employed. Similar must be the case with Anglo-Indians who are more fitted for mechanical occupations and they may find suitable employments in the industrial occupations and manufactures for which there is a vast field yet unexploited.

I. Contributory and inherent causes.—(1) Want of labour for agricultural occupation is the primary cause of unemployment amongst middle-class people. (2) General want of capital is secondary cause. (3) General want of co-operation between labourer and capitalist arising from a want of mutual confidence.

At the same time the middle-class people, intermediary between labour and capital cannot work out their own salvation without such co-operation between labour and capital.

Another fact arising from enervating climatic conditions and similar causes such as prevalence of malaria is their dislike for military service. A Sikh, a Gurkha or an up-countryman is by nature of a military disposition and this is perhaps due to better climate he enjoys compared with that of Bengal. Even lower class Bengalis, otherwise fit for military service would not accept it because by nature he dislikes such service and considers other occupations more paying and agreeable to his traditions. This is the general state of affairs, still I think young men in Bengal are available amongst the upper and middle classes who are willing to offer themselves for military service.

II. The causes resulting from the existing system of training and education open to the members of the classes.—The system of education open to the members of the middle-class is defective in as much as it is of too theoretical a nature, practical side being mostly neglected. Industrial and technological training and studies are altogether wanting in Bengal, agricultural occupation which used to support a large majority of middle-class men is no longer a paying concern for various reasons referred to above. The young men of Bengal should receive a thorough practical and elementary theoretical training in agriculture, horticulture, dairy farming, etc., fields in which there is still a wide scope for employment on improved scientific methods so that the labour difficulty could as far as possible be minimised or eliminated.

III. The causes resulting from absence of information to any but a few well known fields of employment.—In great many instances, a paying occupation such as will suit a middle-class man best is not known to him nor is there any agency to make it known to him. The result is that an illiterate man belonging to the lowest scale of society manages to secure such occupations thus rendering double harm firstly, because he cannot make any improvements for want of brain or knowledge, secondly in fields such as dairy farming, fruit canning, etc., and a host of other minor industries a fresh energetic young man would bring in a greater success thus setting an example which could be followed with advantage and with similar success by other young men.

2. Remedial measures suggested for immediate relief.—Relief would be secured to great extent by giving wider scope of employment to these men for suitable occupations as far as possible on Railways,

factories, workshops and industrial concerns, by establishing co-operative credit societies at every thana and encouraging formation of workers' associations by the actual carrying out of agricultural operations on a moderate scale and by the spread of knowledge for further improvements possible on the existing system of cultivation and industrial developments.

In every province to fill up vacancies in provincial services preference is being given to the children of the soil. No such ruling has yet been made in Bengal. The vacancies in provincial services should be filled up by the people of the province only.

Prevention of an aggravation of the present state.—The present acute state would be relieved without possibility of aggravation if virgin lands in the Sunderbans or elsewhere belonging to khas mahal could be let out on very favourable and attractive terms and arrangements made for up-to-date improved methods of cultivation as followed in America by influencing zamindars and rich men to help young men to form themselves into a working and profitable organisation on a co-operative basis.

The system of education should be recast. More technological and agricultural studies suitable for Indian conditions on up-to-date scientific basis should be encouraged so that the young men would find wider scope of occupation and employment.

Prevention of a state of unemployment in future.—This question is a very complicated one because the prevailing conditions in the future cannot be exactly foreseen at present, but this question could and should be dealt with on the fact that India is pre-eminently an agricultural country and anything that increases her output of agricultural produce in the market would result in India's prosperity as a whole.

The development of agriculture will in itself contribute to that of at least some industries on a large scale. The agricultural implements will find a ready and wide market. New irrigation works will find employment for both men and machinery. Manufacture of agricultural output such as rice from paddy before it is put on the market, the preparation of various kinds of manure will undoubtedly develop many subsidiary industries which will ultimately be of immense benefit to the country.

In all countries highly progressive in material production, the development of agriculture has gone on a progressive scale with that of manufacturing industries. The United States of America is both an agricultural and a manufacturing country.

Land is still available everywhere in Bengal and the intensity of population compared with land available is not great. In Bengal and Assam, plenty of land is available for cultivation of specific crops. Rainfall is adequate in northern parts of Bengal and Assam so that without irrigation intensive cultivation is always possible and apparently paying in these places.

There is little or no prospect of agriculture developing without conscious and deliberate efforts by the people themselves. The agricultural population is mostly ignorant and agriculture is an industry where thoroughly combined and centralised action is more difficult than a manufacturing industry. The problem is as vast and complicated as the country is big and the varying conditions prevailing in different parts make it all the more intricate.

A simultaneous development of agriculture and inter-dependent industries will increase Bengal's, for the matter of that, India's prosperity. The potential capital must be coaxed out and converted to kinetic capital by a network of agricultural banks and co-operative societies and organised on a sound footing by practical experts for the sole use of agricultural purposes.

A great economic change will take place in India—each man of the soil will find employment suitable to himself. Bengal will then be able to export more than import and will be more a self-contained country. Her potential wealth in the soil is as great as her area and agriculture is the only means by which the wealth of a country can be created and developed. The present unemployment question will then disappear automatically.

Such an economical development is possible when the growth of population is not disproportionately great compared with the increase of production.

If such a tendency arises in future as is normally the case everywhere, difficulties will arise in maintaining the material prosperity in the face of this menace from nature. Perhaps nature will readjust herself under the new conditions.

No. T/EU/23/11, dated Kanchrapara, the 9th June 1923.

From—The Locomotive and Carriage Superintendent, Eastern Bengal Railway,

To—The Agent, Eastern Bengal Railway.

Unemployment.

Your No. 3753 B/E of 6-6-23.

The heads given by the Secretary, Unemployment Committee, are themselves the causes.

In my opinion, the causes are no other than have always existed accentuated by the conditions arising out of the War, trade depression and the policy of retrenchment. The remedy lies with time, provided the efforts now being made, which I consider are in the right direction, are maintained.

No. EC 97/1, dated Calcutta, the 9th June 1923.

From—The Traffic Manager, Eastern Bengal Railway,

To—The Agent, Eastern Bengal Railway.

In returning your circular letter No. 2623 B/E., dated the 16th May 1923, as requested by the Chief Engineer, I beg to state that the numerical return of all races employed in this department on 31st March 1923, as compared with the return of the previous year, shows that as against 274 Anglo-Indians and 12,833 Indians (including menials) employed in 1921-22, 252 Anglo-Indians and 12,518 Indians (including menials) were employed in 1922-23, i.e., there was decrease of 22 Anglo-Indians and 315 Indians respectively.

The decrease is due to retrenchment.

I have no further remarks to offer.

No. 4947, dated Calcutta, the 11th June 1923.

From—The Chief Medical Officer, Eastern Bengal Railway,
To—The Agent, Eastern Bengal Railway.

Question I.—(i) As in other communities there is a proportion of the Bengali and Anglo-Indian classes who do not possess sufficient mental capacity to successfully carry on clerical or similar work but by reason of their being of "middle class" families they are prevented by caste or prejudice from employment in a sphere in which they might prove useful.

(ii) A proportion of chronically debilitated or physically unfit.

Question II.—The existing system of education appears faulty. It would seem to develop the "learning by rote" faculty and turn out a graduate or failed graduate who has acquired during his curriculum a minimum of practical useful knowledge.

Question III.—The usual method of obtaining employment appears to be the influence of a relative and an employee considers it quite appropriate that he should learn his work after he has been taken on a staff. As long as such a method obtains it is apparent that information regarding opportunities of employment will be restricted and the candidate not find it worth while to acquire any special qualification.

Question IV.—Religious customs, *e.g.*, marriage, feasts and dowries, pilgrimages, etc., amongst Bengalis and lack of the spirit of thrift amongst the Anglo-Indian keep these classes in a state of financial embarrassment so that (i) they become unable to secure for themselves any special educational or other advantages they might otherwise secure and (ii) they are a burden to other members of the community.

Remedial measures.—(i) A tabulation of all varieties of employment open to persons of these classes and an appeal to employer to state what their yearly vacancies are and the apportionment of any surplus vacancies towards absorbing those qualified amongst the unemployed.

(ii) To develop preferably with the help and advice of business men whatever branches of industry are capable of development.

(iii) To train the youth sufficiently well to enable the products of India to compete in the Indian and foreign markets.

To teach practically the principles of personal hygiene and self-help but not with a view to making either of these subjects additional for examination purposes.

To remodel examinations so that they shall test the degree of intelligence rather than the amount learned but not digested and so create a higher standard of efficiency.

From—The Controller of Stores, Eastern Bengal Railway,
To—The Agent, Eastern Bengal Railway.

In my opinion the main cause of unemployment is:—Trade depression and consequent reduction of staff in mercantile trade and industrial concerns and the application of the Incheape Axe in all Government departments.

(I) No remarks to offer.

(II) One of the chief causes of unemployment among the Anglo-Indian Community is that the children leave school at too early an age to seek employment between the ages of 14 and 18 years, insufficiently educated and the brain undeveloped and in consequence unable to grasp the business principles involved in common or ordinary routine work of an office.

The result is that they suffer by comparison with their more educated Indian confrere and find themselves gradually elbowed out in the race for life.

With the Indian the mistake appears to be that in many cases his education is directed more for passing examinations than for practical purpose. In many cases only studying up to the middle school examination which quite unfits him for any ordinary work in an office.

The learned professions, *e.g.*, Law and Medicine, are overcrowded and men who have passed the B. A. and M. A. examination are offering themselves for posts of Rs. 50 a month or less to the detriment of the men whose education has been limited to perhaps the school final and lower examination.

Compared individually the Anglo-Indian on the same grade as an Indian is usually prepared to accept more responsibility than his confrere, is in a way a better worker, quicker to grasp the position and act accordingly.

(III) Apart from trade and mercantile concerns, the chief avenues for employment to the Anglo-Indian are Railways, Posts and Telegraphs, Port Commissioners, Customs and Licensed Measurers and the Subordinate Indian Medical Department.

(IV) It is believed that many Missionary Societies have opened out Colleges where the Indian Christian is able to obtain a good education either free or at a greatly reduced or nominal charge, giving him a far better opportunity of probably spending more money to enable him to give more years to studies in the higher standards than otherwise.

The same privilege is denied the poorer Anglo-Indian and the former is thus placed at a very unfair advantage. Cheap hostels, etc., also place a professional career such as Law and Medicine within the range of an Indian student.

(V) Other causes that have led to general unemployment are the "dearness of living" and "extravagance."

Dearness of living.—As men have found it impossible to make both ends meet they have gradually resorted to borrowing to tide over and which has aggravated the financial strain. To meet this children have been withdrawn from school, sons put to work at an earlier age than otherwise.

Extravagance.—This is to certain extent due to personal folly but is also a product of the times.

People are judged by their outward general appearance, the street they live in and the clothes they wear.

To obtain this favourable impression people are compelled to spend a great deal more than they can afford to and which in the case of a man with a large family probably means financial ruin.

(I) Pending recovery of trade to normal conditions I would suggest that the same measures be adopted as in the case of "famine," *i.e.*, opening up by Government of productive works—farms, steam laundries, etc.

(II) If accommodation could be found for the unemployed in empty Government buildings, Military barracks, it would considerably reduce the aggravation now felt by the Community at large.

(III) As the present state of things are the result of the aftermath of the War, political unrest, trade depression and ruthless application of the Inchcape axe, once normal conditions are reached a recurrence is not very likely. A great factor also which acts adversely against the Community is the early marriage of young men who, although in employment scarcely earn sufficient to keep body and soul together, enter into the married state and while still earning insufficient money, have issue year after year bringing on misery to themselves and their families and so increasing the population being unable to afford any relief to their children in educating, clothing and feeding them all of which costs money.

The question of early marriage should be prevented as far as possible in the future and a demand for higher education (the high school) before employment may be offered to applicants.

From—The Auditor, Eastern Bengal Railway,

To—The Agent, Eastern Bengal Railway.

I. Any exposition of (I) will not, it is thought, help the unemployed so no remarks are offered.

II. Most lads leave school between the ages of 16 and 18 having matriculated or having appeared for the Intermediate examination in Arts. But the training received is very indifferent and 90 per cent. are not able to give satisfaction. Arithmetic is fairly well taught but not English both in speaking and writing the language the students are backward. General knowledge is also deficient. Their address too is not what it should be. General knowledge and a good address receive no attention in our schools. Both these go a great way to make a successful business assistant.

III. Except for the Bar and the medical profession and for clerkships very little information is available for other fields of employment in our schools. To this may be ascribed the over-crowding of the Bar and the medical profession and to most lads seeking clerkships. And as the number of clerkships available is quite out of proportion to the number of candidates offering we have each year after the University Examination, large and larger army of unemployed.

The Hindu joint-family system in former years provided work almost entirely for its unemployed members but with the gradual breaking up of that system the position has grown very acute and where the unemployed looked after the household now servants have to be engaged.

IV. School fees in Indian schools are fairly moderate but in Anglo-Indian institutes the fees are usually very high and with the high cost of living and high rents Anglo-Indian parents cannot give their children more than an elementary education. The practice too of keeping back children in the same standard for a second and a third year also operates very harshly on parents. Each year a lad is kept back means either an additional year's schooling for the parents or that the boy has to leave school from a very low standard. This condition might be avoided if there are smaller classes in some schools a class consists of between 65

and 70 boys. The teacher can hardly do justice to so many. It also appears desirable that each school should have some arrangements for coaching boys in subjects in which they are backward. This means expense but the amount will not be much. Our schools, particularly private institutions, are now run too much on commercial lines.

The remedial measures suggested are—

I. (a) To have a census of the unemployed through schools and colleges and also public bodies to whom the unemployed go for work.

(b) The merchants and the trades may be asked to co-operate in providing work, suitable extracts from the Census being furnished them.

Messrs. Shaw Wallace & Co., are opening tin works near Tattanagar, other firms may also be opening out manufactories, they might help. Government might also invite capitalists to do business on rebate terms the labour required being taken from among the unemployed as far as possible.

To prevent further aggravation it is proposed that—

(ii) and (iii) (a) Every candidate for examination at the University in future should be required to state what employment he wishes to take up after passing through the University and that each school or college should, as far as possible, help the student to qualify for the line of work he wishes to adopt.

(b) Schools should be furnished with complete information in regard to the different fields of employment open to young men but they should be asked to discourage clerical service which is already overcrowded.

No. 276, dated Muktagacha, the 14th June 1923.

From The Chairman, Muktagacha Municipality.

To The Secretary, Unemployment Committee, Bengal.

With reference to your letter No. 122/XV-6-1923, inviting my opinion regarding the problem of unemployment among the educated middle-class in Bengal as also the question of unemployment among the Anglo-Indian middle-classes, I venture to submit as follows, which are the opinions of the educated and leading members of this place and of my brother Commissioners whom I have consulted.

I have not studied the question of unemployment among the Anglo-Indian middle-classes and I am unable to give any definite opinion regarding the same. I am, however, of opinion that the Anglo-Indian middle-classes are better provided at present—for the Government Telegraph Department is almost their monopoly and they have also better chances in other spheres—Railway Department and the like. In short they are not very hard hit and the problem does not seem to me to be momentous.

As regards the other problem, the principal causes of the present state of unemployment among the educated middle-class Bengalis, it has become very serious and needs careful consideration and prompt attention.

1. (i) Causes inherent in the members of the middle-class Bengalis seem to me to be—

- (a) Marriage before earning. On account of this, Bengalis become home sick, and any spirit of adventure—so necessary for worldly improvement, withers before it can blossom. As a result like a drowning man who catches at the straw, they are compelled to take to any job that they can find however humble it may be as soon as they finish their so-called education.
- (b) Then comes the spirit of dependence on earning members though this scourge is rapidly vanishing.
- (c) Thirdly, there is the aversion to manual labour which renders them unfit for any other employment save that which they can earn by the pen.
- (d) Lastly, the deterioration of their physique—due to imperfect physical training as well as of the extremely insanitary arrangement of Bengal towns and villages.

(ii) Causes resulting from existing system of education probably are—

- (a) Want of facilities for commercial, industrial, technical and vocational training. The present system of education helps to make the Bengalis only lawyers and doctors—while there are too many of them—and clerks only.
- (b) Then again the present system of education has been made too costly and is not within easy reach to most of the members of the middle-class in Bengal.

(iii) As to causes resulting from absence of information as to any, but a few well known fields of employment may be said that the middle class Bengalis—educated though he may be, under the present system of education are quite in the dark regarding fields of employment in commercial, industrial, mechanical, agricultural, forest, military, mining and other departments.

(iv) As to causes resulting from the financial state of the members of the middle-class Bengalis, may be mentioned that the Bengalis are imperfectly trained and educated—other educational spheres being too costly. There is also dire absence of adequate funds for starting any business or any industrial, agricultural and commercial concern.

(v) As regards other causes the following seem to me to be patent:—

- (a) Colour bar.
- (b) Better facilities granted to foreigners.

Then as to the remedial measures—

(i) For the immediate relief of the unemployed educated middle-class Bengalis I would venture to suggest the throwing open of all appointments civil and military without distinction of caste and creed. The career of Lord Sinha, the first Indian Advocate-General, the first Indian law-member, the first Indian Under-Secretary of the State for India in Council, the first Indian Governor, such other illustrious Bengalis, has amply proved that a Bengali can be entrusted with any responsible post of responsibility either within or without the Empire.

Then again in the great European War—in the field of Verdun and other places—it had been amply demonstrated that the Bengalis are not inferior to any so called martial race and can be safely taken in the military department.

(ii) We hear now-a-days that Behar is for Beharees, Orissa for Ooriyas, Assam for Assamees and even this receives Government support. While there are so many axioms, why not add another, for the immediate relief of the educated middle-class Bengalis—I mean to suggest why not make Bengal for Bengalis only.

(iii) For immediate relief, Government should grant subsidy and patronage to different groups of Bengalis for starting immediately industrial, agricultural and commercial concerns.

(iv) Provisions should also promptly be made for taking in apprentices in all departments of Government and semi-government or private commercial and industrial concerns on subsistence allowance.

Lastly, as to the prevention, as far as possible of an aggravation of the present state and the prevention of state of unemployment of these classes in future, I would humbly suggest the following remedial measures:—

- (a) Making widespread and less costly provisions for commercial, industrial and agricultural training and education.
- (b) Making education less costly and within easy reach of all.
- (c) Free expansion of primary and secondary education with vocational training.
- (d) Providing more grants and affording more facilities for foreign education and training.
- (e) Opening of sufficient number of Government factories and granting Government aid to those aiming at foreign concerns.
- (f) Granting of equal facilities with foreigners in all departments.
- (g) Promotion of Bengalis to higher appointments without any reservation.
- (h) Treating the Colonials and the Dominion people in the same way as they treat the Indians in their own lands.

Dated Bankura, the 14th June 1923.

From—A. E. BROWN, Esq., Principal, Wesleyan College,
Bankura,

To—The Secretary, Unemployment Committee, Bengal.

In reply to your letter No. 466 U.-C., dated the 5th May 1923, I have the honour to inform you that—

- (1) So far as the unemployment among the Anglo-Indian middle-classes is concerned I am altogether ignorant.
- (2) In so far as the unemployment amongst middle-class Bengalis is a matter of education, the question is a very large one and is sufficiently amply dealt with in the pages of the Calcutta University Commission's report.

- (3) Personally I am no believer in trifling remedial measures. The first and most important matter is a thorough revision of the whole system of training in schools and colleges and in particular the extension of teaching through the medium of the vernacular. Only in this way can that independence of thought and spirit be produced which will fit the young men of this country to face the problems and overcome the difficulties of modern life.
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Dated Darjeeling, the 14th January 1923.

From—J. R. BANERJEA, ESQ., M.A., B.L., Fellow and Member of Senate, Calcutta University,

To—The Secretary, Unemployment Committee, Bengal.

At the request of the Offg. Registrar of the Calcutta University I beg to send you the following answers to your questions:—

1. The principal causes of the present state of unemployment among the educated middle-class Bengalis and Anglo-Indians are the following:—

- (a) The supply is greater than the demand,
- (b) Bengalis in some cases think the acceptance of certain forms of employment to be derogatory to their dignity.
- (c) The pay offered in some cases is too small to attract men, for they cannot possibly live on it.

The causes inherent in members of the educated middle-class Bengalis are that they have not as yet begun to realise and appreciate fully the dignity of labour and a few are lazy. Further, the existing system of training and education is literary or scientific or professional. Industrial education has become absolutely necessary for providing employment. Lastly, it should be noted that some have to go without education for want of means and hence cannot get employment.

2. The remedies I suggest are—Employment bureaus should be immediately opened by Government or responsible persons and these should provide employment as far as possible. Facilities should be afforded for industrial and technical education. Capt. Petavel's scheme requires consideration.

No. 124 G.-M., dated Garden Reach, the 15th June 1923.

From—MR. UNSUD DOWLA, Vice-Chairman, Garden Reach Municipality,

To—The Secretary, Unemployment Committee, Bengal.

With reference to your letter No. 86 U.-C., dated 3rd March 1923, I have the honor to inform you that the question was carefully considered by the Commissioners and in their opinion the unemployment among the educated middle-classes in Bengal is due partly to the defective system of education prevailing in the land and partly to the people going in more for classical than for technical education in a country which is primarily agricultural with large industrial resources.

Dated Calcutta, the 15th June 1923.

From—MESSRS. HOARE, MILLER & Co., LTD., Managing Agents,
Calcutta Steam Navigation Co., Ltd.,

To—The Secretary, Unemployment Committee, Bengal.

We are in receipt of your letter No. 586 U. C., of 17th ult.

We feel that the first and foremost cause of the present widespread unemployment is uncertain trade. The aftermath of the great war so far as India is concerned was a trade boom of a somewhat artificial nature followed by a slump of enormous dimensions, in turn followed by a series of public and private retrenchment measures for the purpose of reducing superfluous expenditure.

It is small wonder that the effects of these various factors is unemployment on a very large scale and causing widespread hardship and suffering amongst the poorer classes.

Unfortunately there would appear to be no relief for the mass weight of this unemployment question except in increased confidence and better trade and although there are at present some small signs of improvement, we feel that there is a long road to be traversed yet, before world conditions return to the normal.

So far as individual cases are concerned, we would answer your questions as follows:

In regard to inherent disability, it is true to a certain extent that the Anglo-Indian is lacking in push and suffers from over-sensitiveness. At the same time, when a good Anglo-Indian has a good example to work to, we consider that he is capable of giving very efficient service.

The middle-class Indian is perhaps inclined to be stronger in word than indeed and we have noticed recently that young Indians are inclined to wish to start too high. In filling vacancies we have had untried men demanding higher wages than those of clerks who have been working contentedly with us for some time, and we think that individual cases of this nature probably act as a bar to employment.

The question of education.—We cannot help thinking that if it were possible to introduce a modified form of vocational training into school curriculum, it might assist a boy straight from school to obtain employment earlier than otherwise would be the case.

The question of absence of information as to fields of employment raises the possibility of employment bureaux, but as we have said before in our opinion the present unemployment question is due to insufficient trade and the establishment of employment bureaux would not in any way better trade prospects. They might be helpful in finding employment for a few individual cases, but they cannot alleviate the mass weight of unemployment.

No. 23M., dated Bhola, the 13th June 1923.

From—MAULVI KALIMUDDIN AHAMMAD, Chairman of the Bhola Municipality,

To—The Secretary, Unemployment Committee, Bengal.

With reference to your letter No. 154 U. C., dated the 4th May 1923, regarding our opinions on the questions of unemployment, I have the honour to state as follows:—

(1) I have consulted the opinion of the Commissioners of the Municipality regarding this matter.

(2) The principal causes of the present state of unemployment among the educated middle-class Bengalis and Anglo-Indians are chiefly—

- (a) their apathy to cultivation or work of similar nature from a false notion of prestige.
- (b) Want of technical education in the existing system of training.
- (c) Want of sufficient information as to some fields of employment, not much known to them, such as serang, etc.
- (d) Pecuniary difficulties to carry on a trade or business.
- (e) Want of factories in India like those of England where thousands of educated young men might be provided.

(3) The measures suggested to remove those causes are—

- (a) Provision for technical education of all kinds and other humble vocations.
- (b) Creation of interest in cultivation and the raising of status of the cultivators and of persons of humble vocations to that of a middle-class gentleman.
- (c) Provision for the training of skilled labour among the middle-class.
- (d) The opening of some big factories in India to work out her raw materials and Government sympathy for industrial development in the country.

It is difficult to suggest any remedial measure for the immediate relief of the unemployment of the classes under consideration and for prevention of the aggravation of the present state.

Dated Calcutta, the 15th June 1923.

From—MESSRS. BIRLA BROTHERS, LIMITED, Calcutta,

To—The Secretary, Unemployment Committee, Bengal.

Although the present state of unemployment among the middle-classes in Bengal has, to a certain extent, been caused by the world wide depression in trade, the position is peculiar to this Province in view of the fact that educated Bengalis very largely depend on services, Government or commercial, for their livelihood.

The population of this Province might roughly be divided into six classes, namely,

- (a) cultivators,
- (b) hired labours depending on agriculture, industries or menial services;
- (c) zeminders or landholders;
- (d) merchants and traders;
- (e) members of learned professions, such as medical men, lawyers, engineers, etc., and
- (f) middle-class people employed in various services.

We are concerned primarily with the last mentioned class as the Unemployment Committee, appointed by the Government of Bengal, has been specifically called upon "to investigate the problem of unemployment among the educated middle-classes in Bengal and to suggest remedial measures". To this the Local Government has recently added "the question of unemployment among the Anglo-Indian middle-classes". My observations relate to unemployment so far as it affects the educated middle-class Bengalis only.

The scarcity of labour all over the Province, coupled with the fact that a very considerable number of labourers employed in Bengal is imported from other provinces, clearly shows that the first two classes of people in Bengal mentioned above do not require any new outlets for work unless these be more profitable and attractive than those in which they are now employed. In this connection one has, of course, to bear in mind the important fact that there are many cultivators who do not find enough work to engage themselves throughout the year. Some of these supplement their income by additional work in industries or in other ways. But there are very many who are not able to secure any means whereby they can add a little to their small income. An enquiry should be made to find out whether it is possible to introduce small home industries which would enable them as also others who may stand in need of additional sources of income to increase their earnings.

Zeminders or landlords, of course, are always unemployed in a sense. But, so long as the land pays them sufficient enough to enable them to keep themselves above want they remain satisfied. But the number of such people is steadily decreasing. This is due to the diminished profits accruing to owners of land on account of a continual subdivision of landed property as also to increased cost of living. In many cases in which the income from land was formerly adequate to meet the ordinary requirements of the owner, he has now been obliged either to seek service or to join one of the already overcrowded professions for supplementing his income. This has considerably intensified the difficulties of the situation. The introduction of improved methods of agriculture as also the application of the principle of co-operation to agriculture are likely to increase the profits from land. But, this is possible only if enlightened and public-spirited landholders direct their attention to the matter and Government is moved by a sincere desire to help the people in their difficulty.

One does not come across many merchants who are natives of the Province. There are, however, a small number of men interested in large businesses, and a much larger number engaged in retail trade. Successful members of the learned professions earn quite a decent living. But owing to the absence of other suitable avenues of employment, the legal profession is largely overcrowded, with the result that many find it difficult to support themselves.

It is thus we find that the educated middle-classes in Bengal are obliged to resort mainly to the services for earning their livelihood. As unemployment amongst educated middle-classes means their inability to secure suitable and adequate means of livelihood, the question has naturally been asked, What is this due to? The answer is not far to seek. The learned professions are so overcrowded that these can but provide opportunities only to a few. The higher appointments are limited in number and a large proportion of these is monopolised by non-Indians; these are, therefore, able to absorb only an infinitesimally small number

of educated youths. As only a fraction of the trade and commerce of Bengal is in the hands of the people of the Province these occupations do not provide means of livelihood to many educated youths. They are thus obliged in large numbers to fall back upon the clerical or other appointments of an inferior nature that are to be found in Government offices, in commercial and industrial concerns, and in other establishments. It is not at all surprising that these are the first to suffer whenever there is any depression in trade, or any retrenchment is effected in Government departments. The distress in the class from which these people are recruited is so acute and their condition is so deplorable that it is essential that immediate steps should be taken to afford relief to them.

As has been shown, it is owing to stress of circumstances that a very large number of educated youths in Bengal are obliged to resort to the clerical services for means of their livelihood. It should, by no means, be understood from this that they have got any special attachment to this type of service alone. It is because there are so few avenues of employment and the training and education that they have received is such that it does not qualify them for any work requiring technical knowledge and skill that they are compelled to seek appointments of a clerical nature. If an improvement in the present conditions is to be brought about, it is of primary importance that a radical change in the system of education and training of the youths of Bengal should be made.

It has been the experience of our firm to receive every day dozens of applications for appointment. It is really distressing when one thinks of the sad plight of educated young men wandering about in search of employment. We have always experienced difficulties in securing the service of technical men possessing experience for the work of running our engines or for the supervision of spinning or weaving in our various cotton and jute mills, but there has always been an abundance of candidates fit for no other appointments except those of a clerical nature. The number of such candidates is so large that it is found difficult to provide employment to them. While good shorthand typists and efficient accountants or even good motor drivers are not easily available, candidates for clerkships may always be found in abundance; in fact, the supply of such men is many times larger than the demand.

That the effect of the present system of education has not always been beneficial is illustrated by the way it has affected those among the agricultural classes who have taken advantage of it. Once a son of a farmer receives some education, he never cares to come back to his father's farm, although there is hardly any room for him elsewhere. His manners and habits are changed entirely and his standard of living rises. This renders him unfit for carrying on the agricultural pursuit of his father. He seeks service and is obliged at the end to accept a post of a clerical nature.

It appears to me imperative that the system of education should be changed in such a way as to give a technical and vocational bias to it. This will check the supply of men who have received only a literary training and are fit only to become clerks and increase the supply in other directions. It is almost the unanimous opinion of leading men in the country that there should be fundamental change in the present system of education. While the present system of education has done a lot of good in other directions, it has failed to fit the youths of the Province generally for practical business careers,—careers that would

enable them to earn their bread. I desire to lay, therefore, great emphasis on the need of introducing a scheme of technical and commercial education of a comprehensive nature for the youths of the Province. This education should include training in engineering—civil, mechanical and electrical—, chartered accountancy, commercial geography, shorthand, etc., and spinning and weaving of jute and cotton in mills.

It is not enough to bring about the suggested change in the existing system of education. As is well known, Bengal mainly depends on agriculture; though she possesses remarkable industrial and commercial facilities, she is pre-eminently an agricultural province. In fact, about 75 per cent. of her population depend mainly on land. Although the available land in Bengal does not require such a huge population to work it, in the absence of any other occupation people are obliged to resort to agriculture in such large numbers. But there is a limit to every thing, and a stage has arrived when the land is unable to bear any further burden, unless there is a change in the methods of cultivation. Every effort should, therefore, be made to increase the profits from land by introducing modern methods of agriculture.

Even if the desired change in the system of education is brought about and men receiving technical training are produced in large numbers, in the absence of any adequate development and extension of industries there is no guarantee that the question of unemployment would be solved properly. I am of opinion, therefore, that simultaneously with the introduction of a change in the educational system a suitable atmosphere should be created for the development of industries on a large scale. The advantages of industrial development are undisputed. The Fiscal Commission after a careful investigation came to the unanimous conclusion that a development of the industries "would be very much to the advantage of the country as a whole creating new sources of wealth, encouraging the accumulation of capital, enlarging the public revenues, providing more profitable employment of labour, reducing the excessive dependence of the country on the unstable profits of agriculture and finally stimulating the national life and developing national character".

It appears to me that no scheme for the solution of the problem of unemployment can be complete which does not include some provision for giving an impetus to the industrial development of the country. The key to the bread problem lies in what has been described as "intense industrialisation". The problem of unemployment is complicated enough but if it is to be solved properly and in an effective manner new channels of employment should be created by starting new industries in the country. This should come about rapidly and as far as possible on a large scale.

It might be stated the measures suggested by me might quite effectively solve the problem of unemployment in course of time, but these could not be expected to afford any immediate relief. That the present difficulty on the score of unemployment has been caused not a little by the attitude of the educated people who look down upon certain professions is now widely acknowledged. For instance, while a motor driver would easily earn Rs. 60 to Rs. 120 per month, a graduate or an undergraduate would choose a clerical job in preference to the former even for a remuneration which is much less than what he would get as a motor driver. Similarly, a sirdar weaver in a cotton or jute mill can easily earn from Rs. 50 to Rs. 80 per month. But educated young men belonging to the *Bhadralok* class in Bengal would prefer a clerical post

of Rs. 25 to Rs. 30 to adopting such a profession. In cotton mills weavers earn from Rs. 30 to Rs. 50 but even illiterate persons belonging to the middle-class often hesitate to take up a job like this.

This prejudice against certain types of work is not peculiar to Bengal alone. It is so all over the country. But this mentality of the people has to be changed if industrial development is to be promoted along right lines. No profession is mean which brings to the labourer an adequate return through honest work. I think with the help of the magic lantern and propaganda work in other ways such prejudice against certain types of work should be removed.

It may be argued that there exist real difficulties in the way of members of the *Bhadralok* class working in factories side by side with ordinary labourers however attractive the work might be to the former from the pecuniary point of view. I realise these difficulties, but I think that if separate housing accommodation is provided for such people, this would help the gradual dissipation of the prejudice. This can only be done if an earnest endeavour is made to solve the difficulty by utilising the existing factories and workshops for training educated youths and making proper accommodation for their housing. It is very much to be regretted that very little has been done in this direction up to now by the industrialists working in this Province.

In the jute mills, for example, there is no Indian enjoying a responsible position such as that of an Engineer, a Spinning or Weaving Master, or a Mill or Factory Mechanic. While industrialists in Calcutta have always shown diffidence in employing Indians in responsible positions, the cotton industry in Bombay is practically managed and supervised by Indians. The people of this Province may not be as enterprising as the people of Bombay so far as the business side is concerned, but it cannot be gainsaid that in technical matters Bengalis are quite as good as the people of the other Province if not much superior. The attitude in this matter of businessmen in this Province towards the children of the soil has in the past been far from encouraging, although it is to the advantage of the former to train and employ local men, since they are much cheaper than, and, nearly as efficient as, men imported from abroad. I wish that these industrialists would in future follow a liberal and more enlightened policy.

As the distress caused by unemployment among educated middle-classes in Bengal has assumed very serious proportions, it is imperative that immediate steps should be taken to put an end to the present deplorable situation. This may be done in two ways. An effort should be made to provide fresh openings for those who are fit for employment but cannot find work. But what is more important is that measures should be adopted to prevent future unemployment: If these objects are to be achieved there should be an agency entrusted with this onerous work. It appears to me that a small committee should be sitting for, say, three years to fully investigate this question and to assist both the employers and those seeking employment. If this committee is properly constituted and it consists of active and zealous members who are not only acquainted with the various aspects of the problem but are also at the same time sincerely desirous of removing the causes of unemployment there can be no doubt that it may be expected to do very useful service.

In conclusion, I summarise my suggestions as follows:—

- (1) The present system of education ought to be changed in such a way as to give a technical and vocational bias to it.

- (2) A suitable atmosphere should be created for the development of Indian industries which should be encouraged in all possible ways.
- (3) Effective steps should be taken with a view to removing the present prejudice against certain types of work from the minds of people.
- (4) Industrialists of the Province should appoint Indians in responsible posts and should give all sorts of facilities for training new apprentices in their factories.
- (5) The introduction of modern methods of agriculture as also the application of the principle of co-operation to agriculture would increase profits from land and would eventually provide a suitable avenue of employment to educated youths.
- (6) An enquiry should be made to find out whether it is possible to introduce small home industries which would serve as a subsidiary source of income.
- (7) A small committee, consisting of active and well-informed members, may be constituted for, say, three years, to tackle the unemployment problem properly.

Dated Calcutta, the 13th June 1923.

From—The Joint Secretaries, Imperial Bank of India, Indian Staff Association,

To—The Secretary, Unemployment Committee, Bengal.

Your circular letter No. 580 U. C., of the 15th ultimo, was duly placed before the Committee of the Association and we are directed to state that in view of the facts that the Association has no Anglo-Indian member and that the members of the Committee have not had sufficient opportunity to make a thorough investigation into the ways of life of the Anglo-Indians as a class, they think it expedient to keep themselves aloof from essaying any analysis of the causes or conditions of the unemployment as prevailing among the Anglo-Indians.

The Committee arrived at the following findings with regard to the unemployment problem which stares the "educated middle-class Bengalis" in the face. The groupings of the causes and those of the remedial measures of unemployment have been arranged as far as practicable according to the plan suggested by you and it is earnestly desired that these will receive the due share of attention of your Committee.

I. (i) **The inherent causes of unemployment** are in many cases controlled by the Social System. We shall discuss them one by one:—

- (a) *The joint family system.*—It is a well known fact that the fundamental unit of the Society is not the individual but the family. But the middle-class Bengalis, in many cases, live in joint families. In spite of many advantages of the joint-family system, the one great defect which the institution cannot escape is the growth of parasites. The earning members are there and when the ward gradually attains majority, he finds himself under circumstances which do not readily necessitate his endeavour for seeking employment. The joint-family system thus allows him, in an indirect way, to conduct himself in seclusion, away from the humdrum of the work-a-day world. The full brunt of unemployment is not easily

felt and consequently sufficient impetus do not appear to be forthcoming to lead one to the conclusion that unemployment is undesirable. It must, however, be mentioned here that this inherent cause of unemployment is not prevailing in all the families of middle *Bhadralok* classes of Bengal. Disintegration of the family as in the West has not yet made its appearance in all the aspects but parasitism has been fast disappearing from Bengali homes.

(b) *The early marriage system.*—Youths are sometimes given away in marriage before they attain the age of earning and soon after the marriage, the offsprings become a burden to the family. The great thirst for University education prompts the man, although fatherhood is thrust upon him, to continue his academic career, until at last he finds himself in the position of the master of a family consisting of his wife, a number of children and himself, before he can think of seeking for an employment. Thus unemployment plays havoc upon the bigger family of which he is originally a member. Early marriage is not only an economic blunder, but also a social blunder and the more it is avoided in a particular family, the greater becomes the potentiality of the members.

(c) *A wrong conception of self-respect.*—Manual labour appears to the majority of the members of a family to be highly derogatory to self-respect and extremely harmful to "*Ijbat*". It has been a common idea among those people that only penmanship is in consonance with the prestige of the family as well as that of the individual members and when penmanship is not available and boards of "no vacancy" have been posted at the entrances of offices, the unhappy people are driven from pillar to post and they look upon unemployment as an "evil", but a "necessary evil" hardly to be deracinated by human endeavours. Such a state of mind gives rise to unemployment among the members of the family.

(d) Another inherent cause of unemployment has been the outcome of the *angle of vision of the Government*, so far as affording opportunities to the educated middle-class Bengalis for holding high offices, is concerned. Since the Queen's Proclamation, there have been various enactments for emphasising the necessity of equality of privileges so far as the Britishers and the children of the soil are concerned, on the ground of education and ability, but in practice the opportunity of the latter has been generally confined within the possibility of a special kind of service, and this has been the working order of things. If there has been an exception to this working order, it is due to the dazzling aristocracy of an individual who has captured the Government and got the better of the ruling angle of vision. A vast field of employment, as a matter of course, has been therefore *terra incognita* to the educated middle-class Bengalis.

(ii) **Causes resulting from the existing system of training and education open to the members of the class.**—Education in Bengal has a story of its own and the first thing that one has to observe with regret is that it is not so much a success as it ought to be. This is due not to the lack of ability on the part of students, as the brain of the Bengali students

has been declared by eminent authorities to be as good as the brain of any other students in any part of the world, nay, it has been declared superior to the intellect of the students in other lands. The defect really originates from the circumstances under which students receive their education. The vocational education which alone can enable the students to tackle the bread problem of the present day, has been relegated to the cold shade of neglect by the authorities of the University and the general culture of the products of the University has been far from contributing to "utility" in the attempt to get along the world. The general knowledge without any stimulus to commercial and technological education, so long imparted in accordance with the syllabus of the University, has no doubt a very congenial influence upon the intellect but with a cultured intellect and a hungry stomach there is no joy of the being. The University degree, in the majority of cases, has given rise to a keen insight and broad outlook but it has rendered, so far, no significant aid for the industrial regeneration of the winners of the degree. The main purpose which absorbs the attention of a student as soon as he graduates himself, is to hunt after a "service"—a clerical job in a Government office or a mercantile firm and as the law of supply and demand has always held good in the field, unemployment has been the inevitable consequence. Another set of products of the University has been known as lawyers whose fate has been more miserable. The Bar is already overcrowded and although some of the lawyers have made frantic efforts to secure cases, very few have been successful, and even the pocket money for tiffin and conveyance has at last to be borrowed by a majority of them either from relatives or from outsiders. "The slings and arrows of outrageous fortune" have proved too much for these lawyers and they have applied for clerical jobs. But no, there is no demand for clerks and unemployment has been the net result of the "Law Degree".

(iii) **Causes resulting from absence of information as to any but a few well-known fields of employment.**—The mentality of the members has been twisted in such an awkward way under the present system of education, that the people are indeed quite in the dark as to the existence of any other avenue of employment except "service" in an office or joining the Bar. True it is that for the last decade or so, Bengali youths have been taking up Science Courses in yearly increasing numbers. They have been graduating themselves with B. Sc. degrees, but leaving the University, they are quite unable to "wring out the secrets of nature", for, that alone can give true power over nature as also open employment. The scope of the education enables them to study the laws of nature, but precludes them from making any substantial progress in the lines of science or hit upon new avenues of employment, as the majority of the science students take to law and the queer combination of B. Sc., B. L. are quite frequent. Moreover, no correct information is given to them or to the Arts graduates to enable them to derive the highest benefit of their asset their education. They have often to beat about the bush and for want of sure and safe guidance, they are quite unable to estimate their capacity and worth which they possess. It is a fact too true to be denied that they have talents and their University degree is a means to an end, not an end in itself, but how to get at the end through the means—they are quite ignorant. Some of them are not lacking in enterprise but the channel in which the enterprise may be brought into full play, is to them unknown and unknowable. Without any propaganda of industrialism, their difficulties of unemployment have thus become keen.

(iv) **Causes resulting from the financial state of the members of the Community.**—The financial characteristic of the middle-class Bengalis is their living from hand to mouth. They have ordinarily no capital—no accumulated money—and even if some of them have realised the dull drudgery of the clerical line to the extreme and have gathered some idea of business, they do not consider it safe to hazard the line, because a loss in any shape or form is sure to bring about their pecuniary ruin. They often run into debts to meet the demand of the bridegroom's father when they are to give their daughter in marriage or to impart to their sons University education in which many of them have still faith and therefore they cannot venture to add to their burden by incurring a fresh loan for starting a business. They are affrighted beyond measure about a failure in a business which is to them a death-knell. When they are out of employment, they will rather be ill-housed or poverty-stricken rather than attempt starting a business. Their timidity and weakness arising out of an unfavourable financial position, force them to seek for a service and cling to the same even at a great sacrifice. They have neither financial support from a state Co-operative Bank, nor have they any help from the Government to translate their idea of conducting a business into action. When they are unemployed, they accuse their fate as they have grown out and out fatalists. In fine, they have no means of information as to the conditions of trade or how to conduct it.

(v) **Causes resulting from the tariff-wall.**—Even the darkest cloud has a silver lining and one section of the people, it may be the minority, has realised the value of industry and industrial craft. These people quite realise that India enjoys a monopoly of certain raw materials and natural resources. They have truly felt that the nascent industries of Bengal, nay of India, should be inaugurated by means of scientific knowledge, technical skill and organising power. In particular, the handloom industry has appeared to them to be an industrial enterprise as it can be carried on on a very small scale and with a small capital and thus it can give rise to new avenues of employment. But the Tariff-wall of England is a veritable nightmare upon which India is dependent. In spite of the cheap production of Lancashire Mills, the muslins, shawls and silk of India could be sold in the British market at a price much lower than those fabricated in England and still at a profit. But it is painful that the British Government excluded the Indian fabrics not only by high fiscal duties at the rate of an exorbitant percentage on their value but also by positive prohibition. A historian of great authority says "Had not such prohibitory duties and decrees existed, the mills of Paisley and Manchester would have been stopped in their outset and could scarcely have been set in motion even by the powers of steam. They were created by the sacrifice of Indian manufacture". Apart from the handloom industry, this has been a part and parcel of the fiscal policy of the Government not to extend protection to Indian industries. There has been always an export of raw materials and an import of finished goods. Thus the palsy which has overtaken our industrial life has neither been removed nor the miseries of the half-fed people have been alleviated. The want of protection system and that of an elaborate policy of State encouragement have created a state of helplessness and added to the possibility and actuality of unemployment.

(vi) **Causes arising from overtime-work in many Government offices, banks and mercantile firms.**—A careful examination of the system of work prevailing in most of the Government offices, banks and

mercantile firms, will reveal the fact that many clerks have to work up to late hours at night and also on Sundays and other holidays to finish the work allotted to them. The result has been that these clerks have been overworked and have proved positive impediments to the securing of service by other qualified men who have thus become itinerant vagabonds. Allowances are sometimes granted to these late-hour-workers and Sunday and holiday workers but it is quite clear from the point of view of capitalist that the net output of the labour is hardly worth the amount that is paid. Still, the unhappy state of things exist and with the help of queer logic, the capitalists and employers have adhered to their conservative policy, causing in an indirect way forced unemployment and chill penury in Bengali homes.

(vii) **The recent retrenchment and its consequences upon unemployment.**—While we support, by all means, the necessity of retrenchment in Government offices, we cannot help passing some scathing remarks about the method which is being followed to dispense with services of poor clerks. The income of the clerks is really of utter insignificance as compared with those of European officers, so far as the Exchequer is concerned and yet the "Axe" has come upon the clerical community with all its fierceness. The Bengalis have, whenever opportunity presented itself, risen to the highest posts of honour from the lowest rung of the ladder by dint of sheer merit and they have already proved their ability for holding high offices of the State and yet they have been suppressed as a matter of policy; so far as the provincial Government is concerned real retrenchment should have exercised its influence upon the fat-salaried European officers in those offices which could have been managed, in the majority of cases, by Bengali officers with a mediocre pay and thus the Exchequer would have been saved lots of expenses. But no, the retrenchment has commenced its operations from bottom upwards and the first shock has been felt by the poor clerks. It has aggravated the crux of the whole problem of unemployment and created a feeling verging upon panic among the middle-class Bengalis of the province.

(viii) **Want of a clear grasp of the importance of Associated-life.**—The middle-class people have to a great extent failed to realise the value of corporate life so far as their employment is concerned. Far from being thorough-going Associationists, a majority of them look upon the situation from the individualistic point of view. Unfortunately, when they are thrown out of employment, they find nothing to hold by or elevate them. No provision is made by them for their black days and in spite of the want of stability of service they do not possess the clear foresight for an organised life or for the inauguration of the unemployment and other benefit funds, that can do a world of good and thus do away with the bitterness of unemployment to a very great extent. They clean forget the fact that when the whims of a particular officer throw any one of them out of employment or when a reign of terror may chance to make its appearance, causing unexpected dismissals, it is the Association that can stem the tide and attempt to set matters right. Ignorance of the importance of Associated-life, in this way has aggravated the situation and unemployment eats into the vitals of the society.

II. (i) **The immediate relief of the unemployed.**—The present is indeed the psychological moment to strike the hour of Bengal's destiny by ushering in a strong enterprise from the initiative of the Government to check the depredations of unemployment and thus to deracinate

the germs of discontent with which the land is surcharged. As the first step, the Government should issue weekly Bulletins or Press Communiqués containing the most up-to-date information with regard to the possible avenues of employment and allowing them a free access to the middle-class people. The dignity of labour either manual or mental, should be cleared up in the suggested literatures beyond any shadow of doubt and overtures should be made by the Government with the mechanical and engineering firms to offer a free scope to the willing men for a sound training for proficiency. A systematic guidance is always at the command of the Government, what is immediately needed to tackle with the situation, is complete sympathy and love which should be brought into full play to effect immediate dangers adequate to the issue at stake.

(ii) **To avoid an aggravation of the present deplorable state the following measures are suggested.**—(a) There must be a complete overhauling of the existing state of overwork on Sunday and other holidays as well as up to late hours at night in the mercantile and Government offices and a suitable legislature should be formulated for the guidance of the Bengal Chamber of Commerce and Trades Association as also of the Government to mitigate the evil and to entertain duly qualified outsiders for the manœuvre of the work. The legislature will certainly be based upon the report of an Investigation Board consisting of an equal number of Europeans and Indians and the same must continue its existence to keep a vigilant eye over the affairs under reference. This measure, as has been already pointed out, will be beneficial both to the capitalists or employers, to the employed and also to the unemployed. The net output of the work in exchange of money which is already being spent, will certainly be more satisfactory and more conducive to the welfare of the society.

(b) *Indianization of services.*—Of all the questions affecting the welfare of the members of the middle-class educated families, the two of paramount importance are those of salaries and prospects. If these questions are solved with sympathy and moderation, unemployment will lose much of its bitterness and the field of employment will surely be suitable and extensive. While we uphold the importance of Indianization of services, we do not ignore the importance of *Burra Sahibs*—men of vast and varied experience in business, who are able to be best guides to the officers in the lower ranks. What we think to be of importance is the entertainment of Indians in general and Bengalis, particularly in Bengal, to the posts of *chota sahibs* without any colour bar, in consideration of education and efficiency. A proper and judicious assessment of the qualifications of the children of the soil, will surely mend matters to a great extent and unemployment will be ill able to aggravate the present situation any further.

(iii) **Prevention of a state of unemployment of the class in future.**—(a) *The remodelling of education.*—The upbringing and education of the young generation should engage the serious attention of the people and the Government. The old order of imparting education for a general culture of the educationists must change, giving way to the new. What is worth knowing and how to impart the knowledge must engage the attention of the authorities of the University so that the University degree may go a great way in solving the bread problem of the country. Utility, in short, must be the characteristic of our educational curriculum. Vocational education involving a compulsory

study of technology and crafts should form an important part and parcel of the system and students must be given a sound training which will enable him to meet the demand of the day. State help should be forthcoming for the establishment of a large number of technical schools and colleges at important centres in Bengal. Medical and engineering schools and colleges are also of absolute necessity to popularise the education by making it less expensive and more within the easy reach of the middle-class Bengalis. Private donations for the realization of the foregoing objects are also necessary and it may be taken for granted that such donations will not be failing from the zamindars and millionaires if an earnest move is carried on by the Government. Agricultural industry should also form an important item in the curriculum of education.

(b) *Protective tariffs and the inauguration of industries.*—In order that "the children of the soil" may turn their attention to the manufacture of raw materials and production on a large scale and that they may be able to bear the strain of competition successfully they should be equipped with the requisite scientific knowledge, technical skill, business organisation and above all, help from the Government by the organizations of the Departments of Industries and Commerce. The system of protective tariffs must be fully introduced in the land and our Government should be prepared to do all that Governments in England, France, America and Japan have done for their peoples at the trying periods of Economic history.

(c) *Unemployment Insurance Act.*—To cope with the troublesome situation the Government from its own initiative should provide for Unemployment Insurance as prevailing in Great Britain which will be of immense help and greatest service to the people, when thrown out of employment.

(d) *State Bank.*—State help is of great importance for the encouragement of Trade-enterprise among the children of the soil. The people can legitimately claim such help from a benign and parental Government. And the best way in which the help can be rendered is by the inauguration of State Bank for the benefit of the nation which is badly in need of guidance in business affairs.

(e) *Fostering a spirit of Associated-life.*—In order to create a taste for corporate life and to protect the interest of the employees from capitalistic exploitation, Trade Unionism on a broad and comprehensive basis should be formulated by means of legislature as existing in Great Britain.

Dated Calcutta, the 14th June 1923.

From—D. N. MAITRA, Esq., M.B., Honorary Secretary, Bengal Social Service League,

To—The Secretary, Unemployment Committee, Bengal.

With reference to your circular letter No. 35 U. C., dated the 3rd May 1923, inviting my opinions and those of the Bengal Social Service League on the problem of unemployment among the educated middle-classes in Bengal, I beg herewith to submit the same; and our opinions being agreement, I incorporate my opinions with those of my committee in one set of answers to your questionnaire. You may therefore consider them when necessary as two sets one in my individual name and one in the name of the League.

I have refrained along with my committee from including the Anglo-Indians whose case we cannot be said to have carefully studied within the scope of our note.

We have tried to adopt our answers as far as possible to the limits of the questions as classified and have tried to be brief and definite.

I. (i) (1) Traditional outlook which considers manual labour as *infra dig.* Middle-class generally means the *Bhadralok* class—with claim to some respectability. Education in schools and colleges with the acquirement of a degree has almost become a test and sign of such supposed respectability. Spoilt (in this sense) with that education young men and their parents and guardians (and would-be fathers-in-law) consider it below dignity to stoop to vocations requiring manual labour or which does not give their education on which such time and money had been spent sufficient literary scope.

(2) This feeling is materially backed by considerations of caste (or caste prejudices). Traditional ideas of caste vocations had compartmentally reserved manual labour and trade callings to the comparatively so-called lower castes, *viz.*, Vaisyas and Sudras, so that Brahmins, Vaidyas and Kayasthas felt a natural reluctance to take to such professions directly.

Note—(i) (2) those feelings are steadily disappearing and caste prejudices dying out.

(3) The University is turning out too large a number of graduates and under-graduates who are pushed along as it were some narrow grooves to the few and limited and overcrowded fields which such education had mainly befitted them for and thereby lead to the overflow of the surplus who swell the ranks of the unemployed.

(4) Such education again unfit them for industrial and vocational callings requiring manual labour, mixing freely with labourers of other classes, quick strong commonsense, an adequate training of their senses and lucrative instincts.

(5) Lack of spirit of enterprise and venture and of a courage for taking risks due again largely to

(6) poverty and partial starvation and physical unfitness due to chronic suffering from dyspepsia, malaria, hookworm, etc., sapping all strength and energy for work and other diseases and also to

(7) climatic conditions of Bengal which is so enervating during at least six hot and humid months of the year.

(ii) The existing system of training and education fosters on the one hand an unwarranted adoption of a style of comparatively high and expensive living and on the other a taste for and accomplishment in academic and higher professional education which leaves little room or scope for such technical, manual, vocational or industrial training as can readily be translated into lucrative engagements and trade pursuits in small or large scale.

(iii) This is specially so in regard to small and home industries and also in regard to higher and larger business concerns so even with willing hearts and some capital through lack of such guidance the “Conjunction” of “Heart” (zeal) “Head” (information and guidance) and “Hand” (the field of work) cannot be effected.

(iv) This is also a partial cause where it is a question of a capital either for deposit against employment in some banking or other business concern or for outlay to develop a small (or large) industrial concern.

(v) *Other causes.*—(a) Very partially the liberation of a number of idle do-nothings owing to gradual break up of the joint-family system which used to care for and feed many able “drones”.

(b) Early marriage by fastening the burden of parental care and responsibilities at an age when they should not be seeking any employment to earn extra in addition to their educational expenses hitherto borne by their parents or guardians or even themselves throws out a number of artificially created unemployed youths as between the age of 18 and 23.

(c) Giving up of hereditary agricultural and other industrial pursuits in favour of a barren academic parrot education.

II. Remedial measures.—

(i) *Immediate (more or less).*—(1) Government patronisation of indigenous manufactured goods directly and through Railways, commercial Chambers, etc., thus fostering the rapid development of industrial concerns which are otherwise shy of appearance at the present state of prospect of the market.

(2) Affording better facilities for training in banks and workshops and factories.

(3) Vigorous and widespread propaganda work by Government and through such private and popular organisations as the Bengal Social Service League by means of lectures, pamphlets and leaflets, lanterns and exhibitions and through text-books and mottoes in schools and colleges to change the peoples' angle of vision, laying stress on the value and dignity of manual labour and trade callings however “low” they might appear and on the urgency of the adoption of agricultural or other business and industrial pursuits.

(4) Agricultural and industrial colonisation movement (settlement) which would foster the development of local factories for manufacturing purposes and make vast areas of cultivable and minable lands yield its untold treasures in crops and ores.

(5) Rural reconstruction movement within Bengal based on co-operative lines with the co-ordination of various Government departments, e.g., Agriculture, Fishery, Industries, etc.

(ii) and (iii) (1) The adoption of the recommendations (1) to (5) under II (i);

(2) Vocational and technical education (theoretical and practical) to be taken up by the Universities and private enterprise, largely replacing the present literary education; and

(3) Opening up industrial centres and demonstration farms with attached schools and residential quarters.

From—P. SINHA, Esq., Principal, South Suburban College, 146, Russa Road, South, Bhowanipore,

To—The Secretary, Unemployment Committee, Bengal.

The principal causes of the present state of unemployment among the educated middle-class Bengalis and Anglo-Indians appear to me to be as follows:—

(i) **Those inherent in the members of this class.**—Under this head I have to note particularly among the educated middle-class Bengali

Hindus a strong disinclination or aversion often amounting to incapacity for any but sedentary and intellectual work. This is only a bit less marked with their Moslem brethren and exists even among the Anglo-Indians to a very large extent. This aversion is a resultant of various socio-economic forces, the roots of which lie deep in the history of evolution of these classes. It must be noted, however, that this aversion to anything but genteel work is as a matter of fact common to the educated middle-classes throughout the world and has led to overcrowding in the learned professions almost everywhere. An educated young man is naturally unwilling to take up work which he considers beneath his dignity and the Bengali or the Anglo-Indian youth is not the only sinner in this respect. The evil if it is wholly an evil has only been intensified here by certain peculiarities in the history and environment of these classes. So far as natural environment is concerned the climate of Bengal, specially of its lower part, is to say the least far from congenial to sustain hard physical labour for the most part of the year. Even the peasant who has from generation to generation devoted himself to manual work is here comparatively speaking less hard-working and more easy-going than anywhere else in India in spite of his intense love for the village home of his ancestors. In the case of the class in question the power of this inimical natural environment has been greatly intensified by that of the human environment. For a correct appreciation of this fact we have to go back somewhat in detail into the history of the evolution of this class from early British times.

When the English came to be the masters of Bengal there is no doubt that there was even then an educated middle-class in the province. But the number was much more limited than at present. The Anglo-Indians in the sense in which that class is understood at present had not yet been brought into existence. Among the Hindus the educated middle-class was composed mainly if not exclusively, of the three higher castes—the Brahmins, the Vaidyas and the Kayasthas who, like their Moslem brethren, lived in the villages mainly on the income of their lands. Employments as well as employment seekers were then few and the unemployment problem had practically no existence. Life being then infinitely simpler and wants even of men of highest culture incomparably fewer it was possible for a much larger number to be maintained out of the proceeds of the family estates. The members of these classes in villages were moreover not wholly idle. They did useful work as direct producers of at least much of their own requirements, *e.g.*, fish, pot-herbs, fruits, vegetables, milk, ordinary clothing, etc. They also worked as organisers of the simple productive activities of villagers.

But this even tenor of their placid life was, for good or for evil, destroyed by the opening up of the country under British rule. English conquest began a mighty revolution which has not yet worked itself out fully and we are unfortunately even now in the midst of a socio-economic transition the evils of which have become almost unbearable. Our old system of life has been almost completely destroyed and we have not yet succeeded in replacing it by anything satisfactory. Our wants have been infinitely multiplied often to the extent of wasteful and criminal extravagance, while fresh activities which alone can supply enlarged wants have hardly developed at all. Our towns are rapidly growing while our villages, whence alone they can be supplied with many of their necessities of existence as well as of efficiency, are in many places hopelessly falling into decay. The system of domestic

production for home consumption has disappeared while no well organised production for supply of large markets has as yet come into existence. The new wants we have developed are being very largely supplied by imports from abroad. Unemployment under these circumstances is inevitable. Further, soon after the English conquered Bengal a number of men with some knowledge of English became necessary for them for the work of administration as well as development or exploitation of the country. These helpers of the rulers quickly became rich and respected and knowledge of English became the easy passport to wealth, power and honour. The traditional quarrel between *Laksmi* the goddess of wealth and *Saraswati* the goddess of learning was forgotten as is evident from the new household proverb which now became current in Bengal—“*Lekhapara kora jai garighora chara shei*” (He who devotes himself to learning is sure to go about in a carriage drawn by horses). Two other homely proverbs can be quoted to illustrate this trend of the popular mind. These are—(1) “*Shahch chhala baralok hoi*” (He who touches an Englishman becomes rich); (2) “*Jamontamon chackri gheebhat*”—[A service of any sort is sure to bring] buttered rice]. The success of the first set of lawyers, doctors, engineers and even of clerks turned the heads of the people completely. The prestige and security of Government service helped to develop the same tendency; and the ever expanding requirements of an alien bureaucracy free from all popular control continued to foster it by successive creations of new posts and departments of administration and control, till at last the system became admittedly top-heavy and the Government itself had to invite a body of experts to advise it regarding possible retrenchments. The net result was that knowledge of English became the equivalent for education and by far the greater part of the time and energy of Bengali young man came to be devoted to its acquisition. A University degree, the hall mark of this education, consequently came to have a large market value and was therefore regarded as the be-all and end-all of existence of young Bengal. So much so, that the original purpose for which it was sought was lost sight of and to get a degree by hook or crook became an end in itself. This mad craze for a University degree even now holds its sway although its market value has of late come down almost to the zero point by the inevitable operation of the law of supply and demand.

Besides its economic value English education had a social value which even now endures and which will continue to swell the ranks of the unemployed educated middle-class for a considerable time to come. He who has watched with some attention the process of evolution through which caste system is passing in Bengal must have observed that many of the original castes for many practical purposes of social intercourse have been, so to speak, dichotomised into two sections, viz., the educated and the uneducated. We have for instance educated members of the castes of weavers, washermen, barbers, carpenters, smiths, etc., who have adopted one or other of the genteel professions and their uneducated brethren who even now stick to their original professions. The former can mix freely with the highest castes on a nearer footing of equality than the latter would dream of. They also try, as much as possible, to avoid mixing their blood by intermarriage with the members of the lower strata of their own castes. The result is that there is a constant endeavour on part of the uneducated sections of these castes to get their children educated, at whatever cost, in order to enable them to enjoy the higher social status of their educated caste people.

and that inspite of the keener struggle for existence in their midst. I cannot say for certain whether this also is the case with our Moslem brethren. From what I have observed as an outsider; the tendency seems to be in operation even in their midst inspite of their democratic religion. The result of this constant movement from below upwards into the ranks of the educated middle-class is that manual labour is becoming scarcer in Bengal day by day. Life would have become impossible but for the import from outside of large bodies of workmen to do these works given up by the children of the soil in most cases to swell the ranks of the unemployed.

The position of the Anglo-Indians is not much better. As descendants of the ruling class they are generally unwilling to take up the work of artisans, petty shop-keepers, or labourers. Consequently they also have only the same openings as the educated Hindu or Moslem in addition to those which may be exclusively reserved for them, as a matter of favour, by the Government or the larger European employers. They have moreover the disadvantage that their standard of comfort is much more artificial than that of the educated Hindu or Moslem. As a set-off they have the doubtful advantage of the absence of purdah which enables their womenfolk to help their men in the hard struggle for existence by becoming their rivals in the field of employment.

(ii) Those resulting from the existing system of training and education open to the members of these classes.—The existing system of training and education open to the members of these classes is commonly held very largely responsible for the prevalence of the evil of unemployment among them. This appears to be only a superficial view of the problem. It has no doubt intensified the evil but it must not be forgotten that *this system is a mere product of the deep socio-economic forces the workings of which I have tried to elucidate under head (i).* A conscious effort to combat those forces by a better system of education will no doubt have considerable results. But to expect everything from it would be to expect too much. The history of the National Council of Education which attempted to combine general education with a large measure of manual training but failed owing to the lack of popular support and of the Bengal Technical Institute which for years had to attract students by offers of stipends but whose classes have now become full to overflowing, as a consequence of the newly developed activities resulting from the Great War, will, I venture to think, prove this point.

(iii) Regarding absence of information as to any but a few well-known fields of employment.—I venture to think that there is not much in it. It may be that particular members of the educated middle-class of Bengalis and Anglo-Indians are ignorant of particular fields of employment. But to think that the whole of this intelligent class of employment seekers is ignorant of any considerable available fields of employment is, to say the least, absurd.

(iv) As regards disabilities resulting from the financial state of the members of these communities, I am inclined to think that there is not much in it either. There are no doubt many who think that the want of capital of this class, living as it does from hand to mouth, on its slender earnings, prevent its members from taking up and thriving in business. They forget that business does not require capital so much as business ability. As a matter of fact in progressive West the

businessman, enterpriser or organiser has become almost entirely differentiated from the capitalist. Even here a man of great business ability never fails to obtain as much capital as he can turn to good account while a man of small ability with a large capital will be sure to lose it in no time. The success of the astute Marwaris in Calcutta business, though they do not often begin with much, as also the failure of many of our young hopefuls who often have a better start will clearly prove this.

As regards remedial measures.—From the above discussions it ought to be clear that no immediate relief is possible in this case; the evil is so old and deep-rooted. I am rather afraid that any hasty remedy may in the end prove worse than the disease. Deep-rooted habits and sentiments of a people are not to be removed at once by an executive fiat. Such attempts, even with the best intention, often produce more injury than good. To prevent as far as possible an aggravation of the present state and to bring about a better state of things for the future I would like to offer the following suggestions:—

(I) **Reconstruction of village life for the educated middle-classes.**—This has almost been destroyed everywhere in Bengal around the growing towns in general and around Calcutta in particular. It will be too long to discuss the reasons suffice it to say that for various causes, some of them of a very preventible nature, men of means in general and the educated middle-class in particular have come to prefer the town to the village. This must be changed. There is already a movement among the best minds of this country as well as of Europe for taking the people back to land. Judicious encouragement given to this movement will tend in time to minimise the evils of unemployment in a great measure.

(II) **Limitation of artificial wants.**—Civilization has been identified by a large body of European thinkers with expansion of wants. This may very well be true as an abstract proposition. But the expansion of conventional necessities where necessities for efficiency and even for existence are wanting is no doubt suicidal. We should never forget what Prof. Marshall has observed on this point. "The true keynote of economic progress is the development of new activities rather than of new wants." This is however very largely a moral problem and it behoves our rulers who have helped us to develop by example as well as by precept most of our conventional necessities to help every movement for plain living and high thinking by every means in their power.

(III) **A sounder system of education.**—Which will teach our people that no labour is undignified and that idleness is the deadliest of sins and which at the same time will enable us to create a larger National Dividend by teaching us to produce as far as possible all the necessities of our life in our country by our men.

No. 61, dated Kharar, the 12th June 1923.

From—The Chairman, Kharar Municipality,

To—The Secretary, Unemployment Committee, Bengal.

In reference to your No. 60 U. C., dated the 3rd May 1923, inviting opinion on the solution of problem of unemployment among the educated middle-class Bengalis and among the Anglo-Indian middle classes, I am of opinion that the principal causes of the present state

of unemployment among the educated middle-class Bengalis may be enumerated and grouped below on the principles indicated in your question:—

(i) (a) Owing to the increased facilities for literary education the number of employment seekers has largely increased than before.

(b) The natural inclination of the middle-class Bengalis is for literary pursuits and they are not inclined to pursuits which entail manual labour. Want of dignity of labour, low physique and enervating climate are all responsible for this.

(c) They have some sort of fond attachment for home which accounts for immobility of labour to distant places, although this trait is gradually disappearing.

(d) There is a peculiar bent in parents to have their sons take to their own lines of profession.

(ii) The most important cause is the present system of education which is greatly responsible for this state of affairs.

(a) Purely literary training turns out clerks, lawyers in large numbers whose field for employment must be limited.

(b) Want of elementary training in scientific courses in secondary education unduly hampers the choice of students for vocational education which compels them to flock to Arts Colleges.

(c) Want of technical institutions to provide adequate accommodation for those who seek to enter them.

(d) Lack of facility for commercial training.

(e) Want of provision of practical training of those who get theoretical education in technical schools and colleges.

(iii) (a) No employment agencies as in Europe and America through which men can have information about different fields of employment except some well-known outlets such as legal, medical profession, clerical service, etc.

(b) Want of trade statistics and commercial journals which can supply valuable suggestion as to profitable fields of employment.

(iv) Poverty, lack of reserve funds and want of adequate banking facilities, in short, want of capitals all stand in the way of Bengalis starting independent business concerns. Properly speaking most of the middle-class Bengalis live hand to mouth.

(v) (a) Aversion of educated youths to taking to agriculture which was the main occupation of the Bengalis. Want of dignity of labour and giving fondness of town life mostly accounts for this.

(b) Formerly educated Bengalis migrated to other provinces which were more backward than Bengal, in large numbers and secured good employment. But owing to the recent growth of inter-provincial jealousy that outlet is now closed.

(c) Absence of co-operation is responsible for the undeveloped state of joint-stock business which is the key-stone of industrial and commercial progress in the modern world.

(d) Large scale manufacture and factory system of production which are the main sources of employment of middle-classes in advanced countries are comparatively rare in Bengal.

2. (a) As regards the remedial measures I am of opinion that the question of immediate relief is a very difficult one. But it can be gradually given effect to if the Government of Bengal is pleased to be

intent upon doing so by filling up the vacancies of the Bengal Government Officers' staff by recruitment from among the Bengali educated youths only and influencing the railway authorities to fill up their vacancies in stations and offices situated in Bengal proper by recruitment from among the Bengali youths only.

(b) Establishment of State banks in every town and subdivision for helping those who start industrial and commercial business, is essentially necessary.

(c) Establishment of technical institutions with workshops attached for imparting technical education to the Bengali students in important towns and subdivisions is absolutely necessary.

(d) The railway authorities and other industrial factory owners will have to be influenced for taking Bengali apprentices for training in mechanics.

(e) Facilities must be given to Bengalis for entering military and marine services of Government.

(f) The present system of education must be thoroughly remodelled so that the existing schools and colleges may include curriculum for imparting education in scientific courses both theoretical and practical mechanics and commerce.

(g) Some more medical institutions are to be established in Bengal as the existing ones are quite inadequate to accommodate sufficient number of students for that profession.

(h) Encouragement must be given for the improvement of college industry.

(i) Agricultural schools must be established in every subdivision for training students to apply modern scientific method of cultivation.

(j) Migrations to other provinces of India and to other countries of adventurous youths should be encouraged by the Government by all possible means.

(k) Government should disseminate commercial business in all possible ways.

(l) The principles of co-operative system of production should be propagated and Government should try to establish co-operative producers' societies and help them in their initial stages.

3. I, being a mufassal man unacquainted with the holders and the education of the Anglo-Indians, regret that I cannot record any opinion on the question of their unemployment.

4. I have consulted the members of the Committee they also endorse my humble opinion.

Dated Dacca, the 13th June 1923.

From The Principal, Ahsanulla School of Engineering, Dacca,
To The Secretary, Unemployment Committee, Bengal.

In reply to your letter No. 318 U. C., of the 5th May 1923, I beg to state that as our school is closed now, I could not ascertain the opinion of the other members of our staff. I am now submitting my own opinion as follows:—

Educated middle-class Bengalis of villages in Eastern Bengal with the exception of a few localities of Vikrampore, practically all owned land of their own, which at least was made to provide food to their

families. This mode of living has now fallen into disfavour, being considered insufficient owing to the present high prices of the necessities of life. People are giving up their interest in lands and villages and to make matters worse, there has arisen a craze for living in towns, partly owing to the unhealthy state, which our villages are developing and also for increased facilities for education in towns and acquiring the so-called smartness of the town life. Too many are now-a-days educated in the general line and only a few get employed. As a general rule, there is a rush for getting service. The only opening practically for those highly educated—the Bar—is overcrowded, while that for the ordinary run of the students, a clerkship is now-a-days hardly available owing to competition. Openings in higher Government services or as a teacher being too few, I will not consider at all.

There is also a false prejudice helped by the caste laws that manual and certain other forms of honest work cannot be taken up by the middle-class people, who would even prefer starving instead. That beggars cannot be choosers even in the form of work has yet to be pushed home to them.

I do not know much about Anglo-Indians.

The remedy seems to me to be that people should go back to the soil. Agriculture is of very great importance to India. In order to make it sufficiently attractive, its methods and results should be greatly improved. In a place like Bengal, improvement in agriculture should be on the line of making it "intensive," as there is little chance of making it more "extensive." The work of the Agricultural Department should be more widely known and model farms should be multiplied throughout the country. Agricultural training in an elementary way should be diffused along with the primary education. Sanitary conditions of villages should be improved so that village life may be attractive and as safe as it should be.

Lastly, as agriculture is not very remunerative after all, and depending upon the mercy of the monsoons, is uncertain, causing occasional famine and unemployment, industries must also be looked up for diversified employment (even if we overlook the fact from the point of civilisation that a nation without industries is unprogressive.) So pioneer and demonstration industries should be started with public funds and either expert should be brought out from foreign countries to start the work or better still science students sent out for special training. (Gradually technical schools should be started and boys encouraged to take up a technical instead of pure unproductive education.) Monied people when assured of success will come forward and finance similar concerns. This would open the door of employment to many people.

Dated Madaripur, the 13th June 1923.

From—The Chairman, Madaripur Municipality, Madaripur,
To—The Secretary, Unemployment Committee, Bengal.

1. **Causes.**—(i) I do not find any cause inherent in the members of the class for fostering unemployment among them excepting the joint family system which to a certain extent encourages idleness amongst the members of the joint families as it is not an uncommon sight to see able-bodied and educated young men, leading an idle and aimless life themselves entirely depending upon the sole bread winner of the family. This state of things, however, are gradually improving.

(ii) The existing system of training and education are to a great extent responsible for the present state of things. The present system of literary education should be changed and arrangements should be made to impart vocational education to our boys and young men so that they may completely equip themselves to hold their own in the battle of life. It is no doubt a pitiable sight to see our educated young men driven from pillar to post in search of employment. At present there are provisions for such professional education in our country as law, engineering and medicine. Law has lost all her charms for our young men as the Bar everywhere is overcrowded. There are still a great demand for engineers and medical men but unfortunately the Government have not made any adequate provision for such education. Rush for admission into the Calcutta Medical College and School and also into the Sibpur Engineering College and School are well-known. Out of thousands of candidates for admission, a very few of them can be taken in for want of proper accommodation, causing disappointment to many. Though this state of things are happening every year, no serious attempt has yet been made to improve the situation. There is still some scope in the country for doctors and engineers. As there is no other opening in our country, our young men after passing the Matric examination go up for the Degree examinations as a matter of course to swell the number of the unemployed. If there had been other openings such as provision for technical, commercial, industrial and military education the question would not have assumed such a huge aspect which is becoming daily a source of menace both to the Government and the society.

(iii) It cannot be denied that many of our young men do not know what are the fields of employment open to them at present in our country. Absence of information often stands in the way. A pamphlet containing all such informations should be distributed broadcast amongst our young men.

(iv) The middle-class in Bengal has been daily growing poor. Owing to the economic distress in the country the middle-class has been hit hard. Many members of the class seriously contemplate to take to business but they cannot do so for want of funds.

(v) The ruinous educational expenses are one of the causes for encouraging unemployment amongst our middle-class. The expenses of education have increased 50 per cent. then before. Fathers and guardians almost spend their entire fortune to educate their children. The result is they cannot give their sons and wards any start in their life after the completion of their education.

2. I would venture to suggest the following remedies:—

(i) I am sorry I cannot suggest any immediate relief for the cure of the malady. Some may suggest immigration. Bengalis are known to be very homesick people. I do not think that our middle-class educated young men as a class would agree to it. Some adventurous young men may agree but that instead of improving the situation would make matters worse as they would not get any status in the Colonies. The middle-class Bengalis have got a strong sense of self-respect and that would surely stand in the way in leading a quiet and peaceful life in the colonies. Immediate immigration in some islands within British possession may to a certain extent, relieve the situation. There the adventurous young men may take to cultivation if they are provided with sufficient lands and capital.

(ii) My answer to this question has already been discussed in my previous answer.

(iii) (a) The people of Bengal have no industrial education. Bengal no doubt is a good field for many profitable industries. If industrial concerns are opened and financed by the Government at the beginning many educated middle-class young men may get employment in such concerns. Government may, after the establishment of the concerns, gradually withdraw their capital by leaving the management in the hands of the children of the soil under their supervision. This would give relief to thousands of our young men. Tata's industrial concerns at Jamshedpore has given relief to a large number of our young men.

(b) Arrangement should at once be made for giving military education to our young men. If a military college is opened in Bengal I have no doubt, large numbers of our young men would seek admission into it.

(c) Arrangement should at once be made for opening technological schools and colleges on large scale for imparting technical education to our young men. I am sorry to note that Government have up till now made no adequate arrangement for such education.

(d) In all high English schools attached to the Universities, provisions should be made for giving vocational education to the boys.

(e) Batches of young men should be sent to foreign countries annually at Government cost for giving them industrial and commercial education, so that they after their successful education in those countries, may come back, well-equipped with sufficient practical knowledge for opening various industrial concerns in our country.

(f) It appears from the rush of the student for seeking admission into the Calcutta Medical College and School and Sibpore Engineering College and School that there is still an ample scope for doctors and engineers in our country. The Government should give facilities for such education by establishing at least one Medical College and one Engineering College at Dacca. It cannot be denied that the Dacca University is a great failure. Thousands of money are being wasted at Dacca annually for the education of a handful of boys. This University, it is said, has been established by the Government in the interest of Muhammadan education. I discussed the matters with many of my Muhammadan friends but they were all of opinion that instead of such an University it would have much furthered the interest of Muhammadan education if a well-equipped medical college or engineering college would have been established at Dacca.

Dated Noakhali, the 14th June 1923.

From—The Collector of Noakhali,

To—The Secretary, Unemployment Committee, Bengal.

Your letter No. 202 U. C., dated the 4th May 1923, I answer the questions below :—

1. (i) Extreme selfishness, indolence, aversion to manual labour, false idea of dignity and a certain amount of deficiency in public honesty which generates distrust.

(ii) The system of education which is generally, followed by the middle-classes fit them only to be clerks, school-masters, pleaders and

Government servants. So long the ambition of all students has been to secure a Government job or enter one or other of these vocations. The numerous Arts Colleges do not fit the students for any other work in life and if after coming out of College they fail to find employment they become useless members of society. Previously, when the number who used to obtain degrees were fewer, they used to get suitable appointment but with the great increase in their number a very large proportion of them do not get any job and become discontented and dissatisfied. Bengalis are now turning their attention to the learning of science and take to the medical and engineering professions but these branches of the professions will also be very soon overcrowded. Absence of any industrial training is the real cause of unemployment. There are a handful of so-called industrial schools in the Province but beyond teaching the students a little elementary carpentry a little surveying, etc., they do not impart any knowledge which can help the students to earn their livelihood.

(iii) Ignorance of the resources of their own country is one of the chief causes of their poverty. For instance, few Indians know how to rear bees to obtain honey and wax from them, to obtain nitrogen from the air for nitrogen manures, prepare vinegar, fruit jams, condiments to tin fruits, preserve fish, etc., to make paper or tan hides. The country is very rich in raw products but the Indians do not know how to utilise them. The foreigners come here to obtain the Indian raw products with the help of Indian labour export them and sell them back to Indians as manufactured articles. Government so far have not taken any action seriously to impart this education.

(iv) Want of funds is also one of the reasons why Indians cannot take to industries. Under the auspices of the now defunct Science Association, many Indians went to foreign countries like America, Germany and Japan to learn tanning, soap-making, match-making, etc., but when they returned to their country they could not obtain funds to start industries and get any advantage from their training. Most of them had to take service under European firms. It would appear incredible though it is a fact that several students who were sent out by Government to be trained for Agriculture when they came out were made Deputy Collectors.

2. (i) The only immediate relief which can be suggested is the stoppage of foreign recruitment in the Military, Civil and Railway departments of Government. This relief, however, will be only temporary.

(ii) and (iii) The first and foremost remedy is for the Indians to learn the dignity of labour and not let caste system stand in the way of their taking to any industry which may be to one's inclination. The next thing is for the Government to meet them half way by starting a network of technical schools and institutions all over the country, so long Government left industry and commerce to private enterprise with the result that they were captured by foreign enterprise and foreign money. The only salvation of the country now lies in the commercial and industrial independence of the Indian and this can only be attained by State aid. Agriculture is the chief industry of the country and it should be the first duty of the State to improve it. The Agricultural Department as now run hardly does any useful purpose. The way they run their agricultural farms has created a prejudice among the middle-classes that agriculture as a profession is not profitable. This impression should be removed. More and better provisions should be made for imparting

agricultural education to young men who should then be given lands to work their own farms on improved methods. Government should also start State industries at convenient centres where young men can be employed and learn. Subsidies may be granted to approved students when they start on their own work for training more students. Some of those which can be started almost immediately are tanning, bicycles and motor cars, fruit preserving, canning, weaving, paper-making, silk-rearing, dyeing, watch-making, rope-making and ship-building.

Dated Rajshahi, the 14th June 1923.

From—BABU SURENDRANATH BHAYA, B.L., Chairman, Rampore Boalia Municipality,

To—The Secretary, Unemployment Committee, Bengal.

With regard to questions—

1. Educated Bengalis.—

- (i) A natural apathy for business characteristic to the class. A feeling of degradation in taking up business in preference to service. An inherent inclination for service.
- (ii) Absolute want of training to take up sundry business. Placing side by side a Marwari and an educated Bengali, while the one gets business training from his boy-hood the other gets only general education and an ambition is instilled in them to become graduates, to take to business is out of question with them. And during these 20 or 21 years spent in becoming a graduate he gets no business training.
- (iii) This is also an important cause. People seldom have ideas of taking to several sorts of business, which they have no idea of.
- (iv) Financial difficulty is also a great draw back. Middle class people are seldom well off and as soon as they take to any business, financial collapse stand in their way.
- (v) Absolute failure in joint-stock business and difficulty of getting absolutely trust-worthy and honest men.

2. Remedial measures—

- (i) To make provision for their training in banks, firms and other workshops, in steamers and electric houses and so forth by giving them subsistence allowance.
- (ii) To encourage and induce wealthy people to utilise their wealth by making it a source of starting cottage and other small industries by those who have got education, technical and training but no service to sustain themselves nor any capital to start any business and sustain their livelihood.
- (iii) To extend systems of education giving practical training of the educated Bengalis and preventing facilities for being mere graduates without technical training, so that one may not hanker after service and may not altogether be stranded if service is not available.

Dated Kanchrapara, the 14th June 1923.

From—J. K. PAL, Esq., Master-in-charge, Technical School,
Kanchrapara, Eastern Bengal Railway,
To—The Secretary, Unemployment Committee, Bengal.

As desired in your letter No. 391 U. C., of 4th May 1923, I beg to submit below a few observations on the question of Unemployment in Bengal.

I. Causes.—(a) *Middle-class Bengalis.*—(i) Slow in recognising the principle that there can be no occupation worth having in any trade without an apprenticeship.

(ii) Waste of 4 to 6 years of precious time and varying amounts of hard-earned money in the pursuit of University degrees which, whatever they may signify as to the standard of knowledge attained, have little or no value so far as character training goes. Reliability and "grit," which have a marketable value, generally remain uncultivated.

(iii) Getting and spending, a good percentage of the lower middle-class Bengalis have no reserve to fall back on in case of emergency, and are obliged to stick to the same post, however, ill-paid and disagreeable, and submit to the whims of employers some of whom are not above using the extreme necessity of their employees as a lever to hold them down to a pittance. Ill-fed and ill-equipped, the sons of such employees are almost sure to swell the ranks of the unemployed.

(iv) Cheap living (whether voluntary or enforced) tends to cause unemployment. The wants of the average Bengali being few, there would not be enough work to go round.

(v) Competition with countries that have gone far in developing their natural resources.

(vi) Bad trade—the legacy of the Great War.

(b) *Anglo-Indians.*—Some of the causes mentioned above operate in the case of Anglo-Indians as well. The chief cause in their case would appear to be their failure to recognise that in a country where the same ability and intelligence can be had for two prices, the economic law compels the preference of the lower price to the higher.

II. Remedial measures.—For the prevention of a state of unemployment in the future, the above causes suggest the following measures:—

- (1) An Advisory Board to the Calcutta University consisting of Principals of Colleges, professional men and business men to advise Matriculates as to whether they should take a University course or turn their hands to something else.
- (2) Prevention of "sweating" by a strong public opinion.
- (3) Industrial and agricultural development of the country on the one hand and gradual raising of the standard of living of the average Bengali on the other.

For immediate relief I would suggest that after thoroughly rousing public sympathy on behalf of the unemployed, a subscription list be opened, the money so collected be handed over, with proper guarantees, to an agriculturist of proved business ability to be used as working Capital, and the Government be asked to grant free of all cost for a number of years, the use of a suitable land, such as would enhance in value with the labour spent on it. Let the venture be manned as far as possible by those who are at present unemployed and let the profits be used for the relief of their families.

D.O. No. 2022, dated Dacca, the 15th June 1923.

From—L. M. CHATTERJEE, Esq., Chairman, Board of Intermediate and Secondary Education, Dacca,

To—The Secretary, Unemployment Committee, Bengal.

I beg to acknowledge, with thanks, the receipt of your circular letter No. 417 U.C., of the 4th May 1923, asking for my views in regard to the question of middle-class unemployment in Bengal and enclosing a number of questions on the subject to be answered.

2. I cannot say I have made a study of the question in detail but the gravity of the situation has been borne in upon me by the large number of young men, my former pupils, graduates of the Universities, who from time to time have come to me for help and advice, seeking employment and finding none.

3. I have no direct knowledge of the condition of Anglo-Indians. Therefore, I shall not speak of them here.

4. I think the main causes of unemployment among Bengalis of the educated middle-class are to be found in their character, or, rather, in their lack of character. By lack of character, I mean among other things their lack of ambition, of faith in the future, of self-confidence, of power of initiative and of a spirit of adventure.

5. This deficiency of character in Bengalis of the "educated" middle class is itself the result of other causes. It is partly due to the political condition, the sheltered existence that they have enjoyed so far and their restricted outlook on the world. It is partly due to social conditions, to the weakening effect of particular foolish social laws and customs and the dead weight of social prejudices generally. It is due to physical causes, to the fact that very few Bengalis are physically "fit" or try to make or keep themselves "fit." It is also due to the general poverty—a poverty hopeless and paralysing which takes away all colour and play from life, and saps all energy. It is due to the enervating influence of the climate. It is even due to religious causes, to the mysticism or quietism that forms an element of religion in Bengal. Many of the causes suggested above are not easily or immediately removable and their cumulative effect is disastrous. But life in India is not a played-out game, and the people, even with their defective education, are beginning to realise their position and perhaps the inevitable recoil will come and the lethargy will at last pass away.

6. The numbers entering our Universities are growing from year to year. In Bengal the fatal facility in getting a degree attracts these large numbers. The Universities of course give a literary or purely scientific education. But even this education if it had been a real training, for example, a training to think in a clear and orderly manner, a training which touched the springs of real manhood would have been of great value. For the struggle for existence is there for each and for all and men who are properly equipped physically and mentally succeed in the end. But while the Bengali graduate misses real training the stamp of the University gives him a fictitious value in his own eyes and spoils him for many of the humble occupations which are often the lowest rungs of the ladder of success.

7. In the Universities, of course, there is some provision for education that leads to certain professions, law, medicine, engineering, etc. But the provision is not nearly enough. Technological studies are out of place in the existing type of Indian Universities. Here literary or purely scientific subjects will dominate. Moreover there is not much

call in the present industrial condition of India, for high technological experts such as the Universities will perhaps aim at producing. For the ordinary rank and file the "vocational" training should begin much earlier and be finished at an age, say 18 to 20 years, when the young man is young enough to step into the *threshold* of a career and has not begun to be troubled about his "status." The recommendations of the Saddler Commission are well worth careful study in this connection. At present large numbers are crowded out of the medical and engineering schools. There should be more of such schools. But it is chiefly necessary that young Bengal should be weaned from literary education to practical and vocational training and for achieving this important result the lines suggested by the Saddler Commission should be courageously followed with the least possible delay.

8. There is very little information easily available to the public about different fields of employment open to middle-class Bengalis. And here Government can do much. If a Committee consisting partly of Government officials and representatives of business firms would draw up a complete list of all kinds of situations in Government or private service with the approximate initial remuneration of each and the minimum qualifications required (both general and special) it will certainly be a challenge and truly helpful to those who are earnest minded and worthy. Further, it would be useful if a *Bureau* of information would be created to collect and publish information in regard to the various articles of commerce, raw or manufactured, the existing market for them, the way of bringing them to the market, suggestions for co-operative production of such articles and the profits that might be expected. District Officers should see that use is made of these pamphlets and should supplement the information contained in them with further information of local requirements.

9. As I have already said poverty is the great handicap of the middle-class Bengali. He has no capital to put into business. His borrowing power is extremely limited. The banks know him not. People do not trust his business capacity or staying power.

10. I cannot think what "immediate" relief of middle-class unemployment is possible. Such immediate relief must be external such as larger employment of Bengalis in the public services. This again must be limited in two ways: (i) by the amount of general fitness (including character) for different kinds of work to be found among young Bengalis, (ii) by the possibility of re-adjusting or increasing the number of situations available. These situations should include situations under mercantile firms also. If there is any unreasonable or merely political or racial prejudice among mercantile firms against employing Indians, Government should do its best to remove such prejudice. Both Government and private employers are bound to ask for character and efficiency as indispensable conditions. But where those conditions are satisfied there should be no obstacle to the employment of Bengalis in Bengal. Other things being equal Government should try to get the claims of Bengalis recognised in Bengal, even preferred.

11. As to the future the truth solution of the problem lies on the one hand in a steady and systematic development of our industries and the inauguration of a national policy in respect of them and on the other hand in educational and social reform such as will make the educated Bengali a better man of business. The latter condition is necessary; for otherwise while the Bengali stands helpless the outsider will step into the places opened up by industrial development.

12. Also, at the beginning, encouragement and close supervision by Government of all private enterprise in business by Bengalis, individual and co-operative, will be necessary. Objection to such supervision on the part of Bengali business firms will be groundless, the more so as the shaping of industrial policy will come more and more into the hands of the people's representatives. It may even be necessary for Government to give the lead in some cases.

13. I have not yet spoken of agriculture. I think the creation of a class of gentlemen farmers will be a practical solution of many of our problems connected with unemployment. I do not know if there is any real obstacle to this in the existing land Laws. If there is, the Laws should be modified. If there is not there is of course nothing to prevent educated middle-class Bengalis from settling on the land. But there again a lead from Government is necessary to draw such men from their timidity. To make my meaning clear: Suppose agriculture with practical demonstration in the field is made an optional part of the Intermediate Course, a young man after passing with this subject has had enough of general culture and special training to make a start as a gentleman farmer if he is really keen. Suppose Government takes fifteen such men, finds land for them, separately or jointly at a reduced rental and advances for a period of five years in instalments some capital for the purchase of cattle, implements, seeds, manures, etc. They start work under strict departmental supervision and Government also utilises these farms jointly or separately for demonstration and experiment—thus replacing the purely Government demonstration farms run at high cost by Government controlled farms. In five years the farmer repays the loan and begins to pay the full rent. Whether at the beginning this will give much more than a living wage to the gentleman farmer is perhaps doubtful. But it will educate public opinion and prove to the people that it is possible for a gentleman of the *bhadralok* class to earn a livelihood as a gentleman farmer. Nor is it without possibilities of development.

Dated Chinsurah, the 16th June 1923.

From—Mr. J. K. Mazumdar, M.Sc., Superintendent of Industries,
Burdwan Division,

To—The Secretary, Unemployment Committee, Bengal.

Unemployment Problem.

I enclose herewith my views on the question of unemployment prevailing amongst the educated middle-class Bengalis with those condition of life I can claim converseance and shall be glad if they help you in any way in solving the great problem lying before your committee. I have, however, preferred to treat the subject in my own way instead of sticking to your questionnaire, and hope that this will not be inconvenient to you.

Before the advent of the English and the present system of education, the great bulk of the middle-class Bengalis used to be agriculturists and tradesmen. I think a little enquiry into the land records of the early days of British Supremacy and in the family history of most of the rich and aristocratic houses of Bengal will bear me out in my above statement. The tenure holders or the agriculturists of this day were nothing more than field labourers of those days when all the land

used to be cultivated by the real owners—the middle-class people, with the help of hired labour. Of course a few amongst the middle-class people used to serve as clerks or managers on the estates of the zemindars and the Muhammadan rulers of those days, but their number was decidedly small the situations being limited. This section of the middle-class of those days do not seem to have enjoyed any great importance in the society, the general trend of mind being evidently in favour of an honest and independent livelihood.

Commercial relations with Bengal preceded the establishment of the British Supremacy in this country and a large number of British Commercial houses used to carry on their business here in the gloomy days of swerving Muhammadan authority. Naturally the middle-class people came in touch with these houses oftener than others and were probably the first people to speak and write the English language correctly. Along with the British ascendancy, which was almost complete within a marvellously short time, these people were great help to the newcomers and were provided with jobs, often of a responsible nature. The might and prowess of the newly constituted British Government captured the imagination of every soul and ere long these service holders, who were the necessary adjuncts of the Government, came to be regarded with awe by the rich and the poor alike and were objects of admiration in their own society.

Thus it became the ambition of every Bengali father to give English education to his boys. Schools and colleges came into existence, but commerce and trade of the country were allowed to suffer and the land which formed the principal stake of the middle-class people were allowed to slip into the hands of the lower class people, the *Bhadralok* being content with the proprietary right or half share of the annual produces.

The retribution began ere long. The number of employments which the Government or the commercial houses can offer are limited but the number of young men turned out each year by the University machine are largely in excess. So a large number have to remain idle each year, they being fit for nothing else than clerical or similar services. The commerce and business of the land have slipped into the hands of outsiders. The modern Bengali youth has neither the instinct nor the tradition nor any training for that. The land is irrevocably gone. His University education which mostly of a theoretical and superficial nature is altogether useless to him in as much as it never trained him to earn a livelihood, except by clerical service. In fact he is the most pitiable creature on the face of the earth.

So the unemployment problem has come in and it has already reached an acute and appalling stage.

The following steps, some of which are calculated to bring immediate relief and others gradually, may be I think taken to fight the situation effectively :—

For immediate relief.—(i) Creation of facilities for the commercial, agricultural, industrial and technical apprenticeship training of young men. To this end the respectable commercial houses, industrial concerns and manufactories of Calcutta and near about should be requested and, if necessary, compelled by the Government to take in an allotted number of Bengali apprentices for training. These institutions make their pile on the soil of Bengal, and I think they will only discharge a moral obligation if they show this consideration to the children of the soil. Besides, the average Bengali youth is admittedly an intelligent

fellow and there is no reason to believe that he will do unsatisfactorily if given a chance. As for agricultural training, I think the existing Government farms with an exception of one or two (for research only) should be entrusted with this work and run on strictly business lines. The line of training and supervision should be entrusted to an expert Government Department which should take all responsibilities in the matter.

(ii) Provision of State aid for the development of industries and agriculture of the land.

(iii) A number of model schemes on the different industries and agricultural farming entailing capital expenditure from Rs. 500 to Rs. 2,000 (the strength of the average middle-class Bengali being limited within these amounts should be brought forth by the respective expert Departments and appended to your Committee's report so that those who are willing may work them up to earn a livelihood.

For prevention of unemployment in future.—(i) The entire system of education obtaining in this country should be overhauled. The primary education which should be made to correspond to the Matriculation standard of this day should be made more liberal and comprehensive, such subjects as vernacular, English, mathematics, history, geography, mechanics and elementary science being taught compulsorily. This primary course should generally be completed within the 14th year of age of the students.

(ii) After passing through this primary standard, the boys of average merit should be eligible for training in the higher course of technology (comprising engineering, chemistry both academic and applied, physics, etc.), agriculture, medicine and similar subjects for which a course of 5 years should suffice. After the students have finished their course they should be recommended for a two years practical training in suitable manufacturing shops or concerns so that at the age of 21, they may be well fitted for entering their wordly career.

(iii) Only those who show exceptional merit, in the primary examination may be encouraged to go up for University course and prepare for the graduation degree in 3 years time. After this the successful ones may go up for 2 years further training in law, other arts or science subjects of their choice, research and similar things so that they may come out as lawyers, professors, journalists or statesmen.

(iv) Those who are decidedly dull and do not show any aptitude for higher training should be made to join the manufactories, technical schools or similar institutions and qualify them as trained workmen so that they may easily earn a livelihood though humble in their after life.

Dated Calcutta, the 15th June 1923.

From—The Secretary, District Charitable Society, 8, Metcalfe Street, Calcutta,

To—The Secretary, Unemployment Committee, Bengal.

Answers to the Questionnaire on the causes and remedial measures of unemployment among Anglo-Indians.

1. The great want of a definite aim among the majority of young lads on leaving school, overshadowed by an all too willingness to accept any post which a friend can secure for them.

2. Education generally is insufficient and enough opportunities are not offered in schools for the guiding and encouragement of the more intelligent lads to go on for higher and University studies or for those of a mechanical turn of mind and, who are not likely to qualify for the Senior Cambridge, to go on with studies for the different branches of engineering.

3. Ignorance of this, both among parents and the aspirants for employment, is common and in my opinion schools should make it a point to be in a position to advise their respective scholars.

4. This has a great deal to do with the question. Continual restricted income meaning restricted education and as each member of the family becomes more expensive the natural consequence is to send him or her out to earn a living as soon as possible.

5. Colour prejudice and the stigma of being "country born", stand out first and foremost under this heading. The great influx of men from "Home" and men discharged from the Army since the Great War have also contributed very considerably.

1. **Remedial Measures.**—The immediate employment by Government, the Railways, mercantile, engineering and trade firms of as many hands as possible and as is necessary, even at half former salaries and thus push on with works, business, etc., instead of checkmating as the present policy of the "axe" is doing.

2. If the answer given above is carried to effect, there will be no aggravation. Let Government and the Railways boldly lead the way and offer *something* rather than *nothing* and private firms will follow suit sooner or later. Men want work—then give it to them "for a consideration" and the results and returns will soon tell. The policy of sitting on the fence and waiting for "trade revival" to come along can go on indefinitely, but get a move on and a revival in trade will be the natural result.

3. The great prevention of such a state of affairs in the future is higher education. Far too many Anglo-Indian boys and girls leave school at the age of 14 years with only a second standard certificate with the result they are fit for no other position than the lowest rung of the ladder. The lads drift to the docks as casual workers and the girls, if they are not fortunate enough to get employment in a shop on Rs. 25 a month, get married by the time they are 15 years of age and so the misery continues.

The policy laid down in No. 1, also answers this question to a great extent.

Dated Calcutta, the 15th June 1923.

From—BABU SATYANANDO BOSE, Honorary Secretary, Bengal Technical Institute, Panchabati Villa, Manicktollah,

To—The Secretary, Unemployment Committee, Bengal.

1. (i) The educated middle-class people in Bengal have been dependent on land from a long period of time for their living and with the Permanent Settlement and the fertility of the soil, the land was sufficient to yield them a tolerably good income. For this reason they are not like the members of the Parsee, Marwari, Bhatia and some other communities of India, enterprising, industrious and are adverse to

physical labour and certain occupations which are considered to be quite honourable by others are considered by them to be beneath their dignity.

(ii) The present system of training is responsible in some measure for the present unemployment. The general education they receive is of a literary character and fits them only for the learned professions and the services, which have of late become overcrowded as in the nature of things they must be.

(iii) Absence of informations accounts for this unemployment to a very small extent. There are some avenues for our youths which can be opened up to them if necessary informations are supplied and proper ways and means pointed out to them.

(iv) The want of finance is one of the principal causes of unemployment. Youths who are otherwise fitted for industrial occupations are unable to start in life some times for want of even a few hundred rupees.

(v) Amongst other causes of this unemployment may be mentioned the world wide depression in commerce and industry, disturbed state of the finance market of the world by which India is also affected, adverse Trade balance for India, fall of price in some of our raw products and many other economic changes in the country.

As regards the unemployment amongst the Anglo-Indians the causes stated in clauses (iii) (iv) and (v) above apply *mutatis mutandis* to them; but the principal cause of this unemployment is the awful depression in the engineering trade and heavy loss in industrial concerns. With the abolition of or cutting down in the establishment in the workshops and factories these men have been thrown out of employment and most of this class being mechanics and expert factory workers, unemployment amongst them has simply appalling. Another cause by which a considerable portion of this class is affected is loss of appointment on account of their being recruited in the army during the war, as a good many of them were declared incapacitated on their return to India--their places in some cases being filled up by juniors and ladies. They were generally employed by Railway Companies, Steamship Companies, Docks, etc.

2. (i) The middle-class Bengali is a petty landholder and ordinarily owns some land. But the land is mostly settled with the raiyats and what is so settled is cultivated by the help of agricultural labourers on a system of *bhagchasi*. He should be taught to cultivate his land on modern system of intensive cultivation and the Government should give them all possible facilities through their agricultural department to enable them to raise a variety of crops. Those who have no land to fall back upon should be provided with lands by the Government from *khas mahals* at a reasonable rent. All should have advances at least in the shape of seeds, seedlings, manures and *barga* system should be encouraged.

Preference should be given to the inhabitants of the province when selecting men for the existing vacancies.

An Unemployment Bureau should be opened in Calcutta where a Register should be kept of all the unemployed and attempts should be made from this place to provide for as many of them as possible. The names of the Anglo-Indian unemployed should also find place in this Register.

(ii) There are vast tracts of lands lying fallow and uncultivated in Bengal, Assam, Central Provinces, Chota Nagpur and other places.

Agriculture on scientific methods should be started for the reclamation of these lands. The Bengali as well as the Anglo-Indian should be invited to set up as farmers and peasant proprietors on these lands. Fruit-growing, agriculture, horticulture, pisciculture, arboriculture, vegetable raising, cotton, aloes and jute cultivation, lac growing, etc., should be taken in hand in addition to ordinary agriculture. This will not give these men a decent living but will enormously increase the wealth of the country and will give remunerative work to our labourers.

The capital required should be secured by co-operative credit system to which the Government must give substantial encouragement. The Government should provide for its credit by depositing a material portion of its local treasury balance to the banks started under this system. These banks should also be financed when necessary by a State Bank.

Industrial and commercial undertakings should be helped by the Government not only by proper supervision and guidance but by advances on the security of their assets. For this purpose and for financing the co-operative credit banks a State Bank on the German and American model should be started. This will increase the wealth of the country and will extend the avenues of employment. It is useless to try to find employments unless the number of institutions providing employments is increased. Cottage industry should be encouraged and capital must be found for starting small industries. This can give employment to thousands of the unemployed with profit to themselves and to the country.

3. The sure remedy for unemployment of the middle-class people here as elsewhere in the world is that they should take to industrial and commercial pursuits. The middle-class Bengali has a sort of hereditary ineptitude for these pursuits. In order to remove these defects in character the following measures should be adopted:—

- (a) Introduction of manual training in the schools.
- (b) Opening of vocational courses in colleges.
- (c) Establishment of technical schools and colleges.
- (d) Opening of pioneer industries.
- (e) Facilities for taking in apprentices in industrial and commercial courses.
- (f) Supply of capital by the State Bank.

Dated Jalpaiguri, the 15th June 1923.

From—Babu REHATIRAMAN DUTT, M.A., of the Bengal Civil Service,

To—The Secretary, Unemployment Committee, Bengal.

There is no denying the fact that there is an appalling amount of unemployment among the middle-classes in Bengal. In our towns and villages hundreds and thousands of young men are seen, who came out with the Matriculate, Intermediate or degree certificates or who fell off from their school and college classes and find nothing whatsoever to do. They are exploiting the tender feelings of a kind father or brother and having full dress or meals at his expense. They are a drain on his resources and a drag upon his zeal in the pursuit of life. Every father looks blank when asked about the future career of his son.

This state of unemployment has been brought about by a variety of causes, social and political, and it is extremely difficult and delicate to dogmatise upon them. Who constitute the middle-classes in Bengal? They are the people that stand between capitalists and labourers, between the zeminders and the actual tillers of the soil. In common talk, a gentleman of the middle-class means a Vaidya, Kayastha or Brahmin or a Muhammadan of similar status. The social order was well defined in previous days. There were the cultivators, weavers, barbers, carpenters, washermen, fishermen and a host of other classes that depended upon manual labour and kept themselves in their hereditary occupation. Every one had his own specific employment in the service of society. The Sahas and Tilis were the hereditary traders. A few of the Vaidyas were hereditary physicians and a few Brahmins hereditary priests. But the rest of Vaidyas and Brahmins and the Kayasthas were mostly employed in works of penmanship under the zaminder or Government. The unemployment of these people began when their special field was invaded by a large number of people of other classes. This has been brought about by a social revolution which has been slowly and steadily working in the country for these years and it would be sheer folly to hope to stay its course to-day.

Efficiency in penmanship is obtained by a course of general education and sons of middle-class families received this education for their living. Education denotes a certain amount of culture too and as the country is ruled to no small extent by the pen, the influence of an educated penman in the social order is no very small. This naturally encouraged the children of the professional classes to take to this cultural education and become *Bhadraloks*. Educational facilities are now offered equally to all. Our schools and colleges are opened to all irrespective of their class or creed and sons of professional classes entered these schools and obtained the necessary fitness for employment as penman. No one could say they must not do this. They must remain in an unlettered state in their father's occupation. Rather the children of these lower classes have always been encouraged by a generous Government in taking their share in the administration of the country. The caste system was based upon occupation and if their manual labour put them in a low order in society there was a feeling that they must now assert themselves and rise up in social dignity by taking to intellectual work. The comparative physical ease of this sort of work was also no small allurements, and actually the ease which they enjoyed for some years in schools and college made them unfit to take to their father's manual profession. They developed a sense of aversion too. Meanwhile the position of the Indian professional classes making articles of Indian use by their hands, was tremendously undermined by the overwhelming competition of machine-made things imported from abroad. India by the very fact of its subordinate position in the British Empire has been the dumping ground of all foreign traders of all nationalities related to Great Britain by the laws of free trade. There was no industrial or fiscal policy dictated by her own people, absolutely determined to protect them against foreign aggressions at all costs. Thus with the doom of Indian home industry, the sons of these industrial classes had no alternative but to share the common lot of the middle-class *Bhadralok* and seek clerical appointments here and there. Employments of this nature have not increased much but there have been too many people seeking them. The close preserve of the hereditary *Bhadralok* is gone and his sons are now faced with unemployment.

Simultaneously with this pressure from the classes below there has been pressure from the classes above. The landholding classes did not care for service before. They lived at their village homes in ease and simplicity, looked after their lands and tenantry and kept themselves usefully employed in several ways. But as towns grew with all the attempting amenities of urban life and all the luxuries of foreign import brought to the very door, these landowning classes ran away from village homes to distant towns and lived a life of prodigal ease and delight. They lost their lands and their children descended down to the middle-class rank seeking small appointments here and there. The industries they encouraged were also gone and they indirectly helped unemployment amongst industrial classes too.

Thus, in the midst of pressure from the classes above and below, the middle class *Bhadraloks* felt overwhelming pressure from the sides as well. Enterprising people of Bombay, Marwar, Madras came in their thousands to the towns of Bengal and gradually obtained the superior position in trade and the Bengali *mudis* and *mahajans* from the middle-classes were ousted away. All capital passed into their hands; all trade relations must be through them and with their class and communal instincts ever alive, they elbowed out the few Bengali traders yet struggling.

While such has been the situation, what has been the internal condition of the *Bhadralok*? Why, a system of literary education with very few vocational institutions is the atmosphere that the public fathers of Bengal have kept for the middle-classes and this literary education has been so fenced round that its pursuit drains away all the money that a half-starved father can keep by. With all capital gone, with all staying power of resources at hand exhausted, what else than a small job will be the immediate objective of the middle-class young man. One may blame the guardian that he himself brought in this *impasse* by putting his boy to College. But the guardian is at his wits' end to understand how he will keep his son unemployed for four years, so as to keep this money by, to be put into the hands of the son for future employment. Will you not spoil the son altogether by keeping him unemployed at that age? Will there be sufficient equipment in a young man within his teens just leaving his school to fight the battle of life? The father therefore puts the boy to College and leaves the rest to his own Karma. Thus ill-equipped and well exhausted with over greedy love for luxuries the middle-class young man swells the rank of the unemployed. It is his misfortune that he has been born in a country with no national industrial policy of its own, which does not move with the supreme impetus of being industrially self-contained at all costs and all inconveniences; which does not provide industrial schools where the sons of the land may usefully be trained for the service of the motherland by putting forth thousand and one industrial products of their hand and brain. While the facilities are not there, it is idle to blame the middle-class *Bhadralok* that he is averse to manual labour. What little aversion years of custom allowed to grow, he is slowly conquering. He means to work and says "Pray, give me the scope".

While the above have been the causes of unemployment of Bengali *Bhadraloks*, the Anglo-Indians have been hard hit by a still more powerful causes, viz., their pride in the English blood. They would chiefly rely on the patronage of the English administration for their close preserve in certain offices and departments or for their specially favourable considerations. The result has been that they are gradually lacking in their efforts for proper equipments and rapidly rising in

their desire to look like full-blooded Englishmen in dress, manners and customs. This blindness means all loss of their capital and as Indian agitation against close preserves is rising fast, the Anglo-Indians are gradually faced with unemployment.

Remedial measures.—While one may hit near the mark in tracing the causes of unemployment, it is not so smooth to suggest remedial measures, because the causes cannot be completely done away with and the society can not be asked to run back from its onward flow. For the immediate relief of the unemployed the question that needs immediate answer is where can you immediately employ these hosts of educated and half-educated young men that have left schools and colleges with and without certificates? Where can you require this class of intellectual labourers? The first measure that suggest itself to me is a bold expansion of primary and secondary education. If the 45,000 primary schools in Bengal were proposed to be staffed with teachers on pay varying from Rs. 15 to Rs. 30 or Rs. 40, there will be employment for all these unemployed educated young men. Mr. Biss really made the suggestion but the financial outlook staggered every one. There is no reason why Bombay and Madras could afford to pay twice as much for primary education and Bengal could not. If we resolve this must be done, rigid retrenchments may be made here, there, every-where and people may be put to separate taxation too.

Similarly, the system of collegiate education should be greatly changed in outlook and encouragement should be given to small schools and colleges to grow in rural and semi-urban areas, in humble surroundings with a handful of teachers, properly equipped. For one Bangabasi or City College keeping 1,800 or 2,000 students in costly messes in Calcutta there might be 9 or 10 Colleges in the mufassal offering useful employment to a large number of educated young men saving considerable capital to their guardians who are exhausted to-day in payment to Calcutta landlords and hotel keepers.

The public services in India employ a large number of non-Indians for duties which can well be performed by Indians and non-Indian recruitment to these services may be stopped for some years to offer employment to educated Indians.

Immediately again steps may be taken to Indianise the Army by replacing a large number of European units gradually by educated Indian youths.

Government may similarly open a large number of industrial concerns or subsidise concerns so opened by private enterprise chiefly with a view to meet Government demand for these products and to meet public demands as well and a large number of educated young men may be employed as probationers in such concerns. Government like individuals may apply the principle of domestic economy and produce its own articles of necessity.

People may also develop such healthy public opinion and create facilities by the opening of banks and credits that sons of the middle-class people may immediately take to trade. There is great scope for employment there though the competition would be very keen in the first few years. Similarly, people may develop strong public mentality and national morality to use only things of the country's own production and they can set up by mutual co-operation and trust, houses of production of our several necessities of life and employ a large number educated young men therein. An ordinary weaver earns Rs. 30 to Rs. 40 a month and if we take handwoven clothes we can employ thousands of young men as weavers alone. It is often said by unbelievers that a

sense of nationalism and trade exchange go ill together. Many people would prefer to save their two annas which is their great saving rather than spend it in excess in a vague zeal for national welfare. All that is necessary in such cases is to properly educate the purchaser, to keep him burning ever with his rightful national impulses. Let him realise that his purchase does bring employment to his own men and he will certainly express his nod.

In order to prevent further unemployment and further aggravation of the situation, the opportunities of vocational education in medicine, engineering, technology, agriculture and industries must be made available to the middle-class *Bhadralok* by the opening of a large number of such institutions of suitable status. To offer detailed suggestions on the above lines would be going very much beyond the scope of this paper. The opening of a carpentry class or survey class should not mean all that we seek in an industrial school. We want to make all our things and it would be for the Director of Industries and the experts to say where and for what kinds of articles what types of institutions should be founded. These institutions should cover all grades, secondary and collegiate and in no case the course of education should be too costly. Simultaneously again halls of literary education should be spread broadcast over the country so that capital remains at hand even after the course of secondary or collegiate education is over. This capital so saved, will help the employment of the educated youth in small trade, industries or agricultural concerns. There will be less of exhaustion and more of staying power and energy in both the guardian and the student. Under the present system, the longer a young man passes through the University course in towns and cities, the more exhausted does he look, the more gloomy is his outlook in life. He has exhausted all the resources.

The guardian wants him to help the family immediately and does not hesitate to make good part of his expenses by disposing him of in the matrimonial market. The young man must earn ready ten rupees without capital and where can he do it except in clerical work. The provision of high collegiate education in rural areas will have another aspect. The want of touch with towns with their rich folks and luxuries would prevent the growth of a habit of ease and of indolent hankering after material joys not attainable in an average middle-class youth's life. Thus the young man brought up in rural surroundings, will find his temperament suited for employment in unostentatious concerns.

Amongst the middle-classes there are yet a large number of families owning sufficient quantities of lands in khas possession kept at present in cultivation by bargadars or hired servants. The productive capacity of the land is not fully utilised in this way. Children of such middle-class families may be profitably employed in looking after their own lands, themselves helping cultivation, transplantation or harvesting with their own hands, thus encouraging servants to do more work than they otherwise would. Society must create such healthy opinion so as to get over any disinclination that may exist for such work and the village life in Bengal should be so organised as to make life worth living for in villages with such employments by securing the amenities of urban life, newspapers, libraries, schools, colleges, clubs, theatricals, doctors, roads and drains as much as possible. Educated men will bring these amenities to villages as these amenities will draw educated men. There is yet splendid scope for honest banking concerns in villages with reasonable interest charged, and with co-operative credit societies and

agricultural associations organised, these youths may employ themselves profitably and may as well do immense good to their neighbours by spreading agricultural knowledge amongst the people. The establishment of agricultural demonstration farms in the interior of districts will help such work. Next to agriculture will be the establishment of a large number of weaving houses and institutions all throughout the country. As I have said in another place a weaver may yet earn Rs. 30 a month and a large number of matriculates, non-matriculates who in their poverty seek employment on Rs. 15 a month may profitably be employed as weavers. A few months of probation at the house of a weaver will enable him to learn the work. Society must not only not turn their nose at these matriculate weavers but there must be strong public feeling to use these clothes alone. Similarly, in the suburbs of towns, dairy farming may profitably be taken up by our middle-class men supplying good milk to towns. Loaves are now in great demand in towns and village markets as well and every Hindu knows how Hindu loaf means a disreputation. Some middle-class men may employ themselves in baking as well.

In any case the monster of unemployment may be met by the united strength of the individual, the society and the Government. The individual must be inspired with the idea to keep himself well-employed in honest concerns however and wheresoever it be, be it in the jungles of Rangamati, Sundarbans, Burma or Africa, facing all physical discomforts or hardships in the attempt. His country is his love and brown with the hallowed dust of his mother land and tanned under the sun shine of his country's sky, he must be ready to work at his small concern, meeting his country's need by the sweat of his brow and meeting thereby his own needs as well. He will work at his farm, tend cows in his yard, grow fish in his tank, poultry at his farm-corner, make clothes at his loom, work with chisels to build his house and thus be self-employed to a great extent. The society will keep up an atmosphere of firm resolve and healthy patriotism in all members to see their people employed by creating a demand for the things of the country's produce, foregoing the rest whenever they can be dispensed with even at a certain amount of disadvantage. Government will also provide institutions and give other facilities for the production of the country's necessities in the country itself, thus helping the employment of the country's capitalists, middle-classes and labourers. The individual, the society and the Government must all work in harmony, peace and good will, mutual toleration and mutual co-operation, in patience and trust, before unemployment can be replaced by healthy employment of all. Middle-classes form the backbone of the society and upon their employment will rest the whole fabric of employments for the capitalists and labourers.

Dated Mainamati (Comilla), the 16th June 1923.

From—BABU R. L. BANERJEE, Principal, Survey School, Comilla,
To—The Secretary, Unemployment Committee, Bengal.

Unemployment among the educated middle-classes in Bengal.

Causes.—(i) Since the beginning of the present century there has been a considerable increase in the number of high schools in the Province. This coupled with the fact that there exists almost a superstition in the country for University education, began to draw people

to take up the University education and we find that in every Bengali home the smallest child is put in training for a University career without any thought as to whether the child did or did not show real aptitude for such a career. The standard of University examination has also been made very low consequent on an enormous number of students coming out with University passes year after year. The opening in the country for this class of people is very limited.

(ii) Giving up of the ancestral profession of classes is no less important a factor in leading the country to the present state of condition. For instance, the sons of carpenters, black and goldsmiths, fishermen, weavers, potters, etc., in the first instance, take up University education, and in cases of failure only go back to their ancestral profession but failure in the present system of University examination is so few and far between that a very few have to adopt the latter recourse. As a result of this we find the son of a carpenter or a goldsmith, who would earn at least a rupee a day by working 6 or 7 hours, living among his own people, pass his B.A. and knocks about for a clerkship on Rs. 30 a month out of which he would require at least Rs. 25 for his own messing and clothing.

(iii) The present system of University education is also responsible for the aggravated condition. I cannot help observing that the present system of the University education is fundamentally erroneous.

It gives an undue importance to examination while real training is neglected. The students and the teachers as a class believe that their sole object is but that they may pass, or make pass, examination. When a student approaches his studies, the first question he asks himself is "Is this likely to be set at the examination?" When a question is referred to a teacher he also attaches importance to it, according, as it is likely to be set or not in the examination. In selecting the group of subjects for University study the student always asks himself which subjects are easiest to pass without considering his own capacity or the use he might make of it by studying the particular subject. The present system does not help students to acquire active habits nor does it encourage manual labour.

(iv) Absence of information as to the different fields of employment is another cause for the present state of condition.

(v) Owing to the unsatisfactory financial state of the members of these communities small industries or farming could not be started.

(vi) In my opinion the following other causes are also responsible for the situation:—

- (a) Appointment of non-residents of the Province in any post either under Government or other employers of educated labour.
- (b) Want of adequate facility for technical education.
- (c) Decline in agriculture.
- (d) Want of industrial development.
- (e) Absence of dignity in agricultural and industrial pursuits.
- (f) Mutual mistrust which condition stands in the way of starting joint-stock companies.

Remedies.—(i) Immediate relief of the unemployed of the classes under consideration can be given by—

- (a) Agricultural and Industrial development.

(b) Stoppage of recruitment of educated labour for Government, Railways, and other companies working in the province from outside it.

(c) Starting more technical and industrial institutions.

(ii) Prevention of an aggravation of the present state in future can be effected by removing the causes only. I would put forward the following suggestions:—

(a) The system of schools and University education should be modified to so frame the minds of people that they would not consider it beneath their dignity to use their hands when necessary. At present the Bengali mind is biased against any sort of manual labour. For instance, we find hundreds of University graduates knocking about in Calcutta or elsewhere and hankering for appointments as clerks on Rs. 30 while one and all of them will shrink from the idea of becoming a chauffeur and earn Rs. 100 a month after undergoing a short training. In European schools a boy will consider it an honour to make his own play-ground but a Bengali boy if he is forced to remove the weeds from, or level, a portion of his play-ground he would do it most reluctantly. This kind of prejudice can be removed by introducing some compulsory manual work in the schools.

(b) Improvement of agricultural system and opening of industrial concerns.

(c) Dignifying the agricultural and industrial pursuits.

(d) The mutual mistrust can be removed to some extent if facility is afforded to student by the school and the University to develop his religious ideas.

(e) Increased number of technical and industrial institutions is necessary. The present number is too small.

(f) The technical education in all its branches needs to be more practical. At present it is too much academic.

No. 345, dated Malda, the 16th June 1923.

From—The Chairman, District Board, Malda,

To—The Secretary, Unemployment Committee, Bengal.

With reference to your No. 178 U. C., dated the 4th May 1923, I beg to observe as follows:—

In my opinion the present system of training and education is defective in as much as it is mainly theoretical and does little to help the young men in entering into the practical world, but make them depend upon service. Of course there are some educated people who are of affluent circumstances and do not care for employment but their number is limited. There are no doubt some educated people who remain unemployed for want of information as to other fields of employment besides service. Added to this the financial status of the members deter them from starting any business according to their personal aptitude and force them to seek for service.

I think there should be practical training within easy reach of young men in general so that they may not be forced to seek for service but can earn their livelihood quite independently. And for this purpose number of technical schools should be increased and cottage and home industries should be encouraged. Commercial education will also go a great way in diminishing the number of the future unemployed. For the immediate relief of the unemployed steps should be taken to induce them to take to some avocation.

Dated Calcutta, the 4th June 1923.

From—The Vice-President, Conference of the Sacred Heart,
Society of St. Vincent De Paul,

To—The President, Town Council.

I am directed by the Conference of the Sacred Heart to thank you for affording them an opportunity of expressing an opinion on the circular letter, dated 3rd May, issued by the Secretary, Unemployment Committee.

1.—Causes of Unemployment.

2. The problem of unemployment among the educated middle-class Anglo-Indian has received the earnest consideration of the members of this Conference individually, as well as collectively at a meeting specially convened for the purpose. As a result of their mature deliberations the Conference are of opinion that the following are among the principal causes :—

- (a) Trade depression.
- (b) Indianisation of Services.
- (c) Retrenchment schemes.
- (d) Retention in India of considerable numbers of ex-Service officers and men.
- (e) Ever-increasing employment of Anglo-Indian women.

3. I will now deal with each of these points in greater detail :—

(a) Trade depression.

This is a cause which is patent to all; it is common knowledge that the trade and commerce of the world are in a chaotic condition; business is more or less at a stand-still; and it is not surprising therefore that new appointments do not arise; indeed many are grateful that they retain their old situations. It cannot be denied that, with financial stringency stalking through the land, mercantile houses can safely dispense with half the staff engaged in normal times; yet it must be said to their credit that merchant princes are honourably clinging to their men, waiting day after day for the silver lining which is taking so long to appear on the horizon. The solution of the problem how to revive trade and commerce is engaging the thoughts of the acutest financiers of the world; when that knotty problem has been solved the seven years of plenty will arrive; the phantom of unemployment will automatically disappear; and there will again be enough billets to go round as in normal years, unless other disturbing factors arise calculated to render the labour supply greater than the demand.

*(b) Indianisation of Services.**(c) Retrenchment schemes.**(d) Retention in India of considerable numbers of ex-Service officers and men.*

4. For these three causes Government are solely responsible. By the two first measures they have deliberately snatched the bread out of the mouths of large numbers of the domiciled community. By means of item (d) they are, with due deliberation, seeking to settle on the land—"dumping" is the modern expression--ex-officers and men to swell the ranks of a community which they cannot or will not, help. Having done all this Government now come forward with bland, childlike, simplicity and ask "What are the causes of unemployment?" Ask the Anglo-Indian who is tramping the streets in the torrid heat of Calcutta in search of employment? Visit the public squares at 5 o'clock in the morning, and ask the unfortunate who is waking from his fitful slumbers, under the canopy of heaven, on the iron benches? It is strange, but it is nevertheless true, that Europeans will occasionally afford pecuniary relief to the Indian beggar. But let an indigent European or Anglo-Indian solicit alms, the fountain of charity forthwith dries up, and he is bluntly directed to hide himself in the work-house, or to apply to the District Charitable Society. And high Government officials are benevolently inducing ex-service officers and men to settle on such a land! There is an influential body, under Viceregal patronage, which is now conducting a vigorous campaign to provide openings for them. In confirmation of this I append a copy of a widely disseminated circular. A press communique is likewise appended from which it will be seen that some 3,500 soldiers have been placed in service in the Punjab alone. Multiply this figure by the number of provinces, and you will form an inadequate idea of the extent of this unobtrusive form of invasion. Faced with additional and unlooked for competition how, I ask you, is there going to be enough employment for the domiciled community when normal times return? This brings me by regular sequence to the last of the causes indicated above, namely,

(e) Ever-increasing employment of Anglo-Indian women.

5. This process of the gradual elimination of the male worker from fields of activity in which he has hitherto enjoyed a monopoly is another alarming feature of the situation which makes the future outlook even more gloomy. It is not perhaps within the province of this Conference to reiterate what is well known to you, namely, that a woman's proper sphere is as a ministering angel in the home, in the hospital; that female incursion into the activities of an office life engenders a taste for independence, and a distaste for the more prosaic duties of a domestic life. Nor will they pause here to consider whether it is the male or the female member of a household that should be the wage-earner. These are subjects for the serious consideration of the Anglo-Indian Association and the Catholic Association of Bengal. What the Conference desire to impress upon you is the fact that this is the last, but not the least, of the five causes which create male unemployment. The halcyon days when the columns of the *Statesman* were weighed down with large numbers of advertisements for male workers have gone by. The insistent demand, now is for lady secretaries, lady stenographers, lady typists, lady operators, lady canvassers, etc.

II.—Remedial measures.

6. ^{*}The remedial measures the Conference venture to suggest are briefly these— .

- (1) The immediate introduction of the system of unemployment doles as in England.
- (2) The relaxation, if not the removal of the retrenchment operations.
- (3) The re-patriation of all ex-officers and men.
- (4) The discontinuance of female employment in the public and mercantile services.

7. With reference to (1), Government must forthwith place a suitable sum of money at the disposal of a strong central Committee, consisting of the Town Council and delegates of the Vestry funds of each of the various other denominations; applications for relief to be supported by the parish priests to prevent overlapping; the fund not to be controlled in any way by the District Charitable Society. This is merely the outline of a scheme which this Conference put forward for elaboration by your Council.

8. Referring to (2), the cruel and hasty action of Government and Railways in so lightly getting rid of their employees cannot be sufficiently condemned, and bears a striking contrast to the dignified attitude of mercantile houses. When strikes and riots prevail, on railways, on tramways, in docks and the jetties, Anglo-Indians are hastily summoned to step into the breach, to face the dangers, and to perform even servile work. When strikes are ended Anglo-Indians are left between the devil and the deep sea.

9. Item (3) Repatriation of ex-officers and men is as necessary in their own interests as in the interests of those that are permanently settled on the land, to prevent the over-crowding of the labour market. One of the best friends of the domiciled community—Sir Alfred Pickford—it is believed, stated his firm conviction that it was the duty of Government to repatriate ex-service men; he considered that it is better that a European should beg in his own country than that he should be a pauper in India.

10. The last item on which I have to comment is (4)—Discontinuance of female employment is an idea which is believed to have emanated from Lord Inchcape himself, or from some other member of the Retrenchment Committee. The suggestion is that female employees should be given from three to six months' notice; thereafter there will be a material improvement in the otherwise dismal outlook of the male members of the Anglo-Indian community.

11. Before closing I have one more subject to attack. The Conference desires to repudiate, with all the emphasis it can command, the insinuation contained in question No. 1 (i) (ii), namely, that unemployment is due to something inherently wrong with the community, or to defective training and education. The Conference is distinctly of the opinion that there is nothing unsound in the domiciled community, and that Catholic children are provided with an education that is second to none in India; indeed it is a question of Catholic schools first, and the rest among the "also ran." I have very good reasons for saying that Anglo-Indian Senior Cambridge boys can more than hold their own against Indian graduates, in the ordinary sphere of life.

12. In conclusion, the Conference desire me to commend these observations for the thoughtful and earnest consideration of your Council, and with apologies for the inordinate length of the communication.

Dated Calcutta, the 15th June 1923.

From—BABU MUKUNDA LALL SIRCAR, Secretary, Employees' Association, Calcutta.

To—The Secretary, Unemployment Committee, Bengal.

I am directed by the Executive Committee of the Employees' Association to acknowledge receipt of your letter No. 44-U. C., dated 3rd May 1923, and in reply beg to submit the following observations on the questions of unemployment framed by your Committee:—

1. My Committee is of opinion that the principal cause of unemployment at the present moment is general depression of trade and commerce and as the existing system of education in the schools and colleges affords only an academic education fit only to make more clerks and as there is practically no opening for technical or vocational education, or training in practical work which can help the middle-class men to secure lucrative employment, the only field of employment left open to the majority of the middle-class is clerkship in which the supply is more than the demand. This state of affair was already in existence even in normal times, *i. e.*, before the general depression of trade took place, which has only accentuated the situation.

2. In the opinion of my Committee there are two kinds of unemployment—

- (i) Unemployment due to having been thrown out of employment.
- (ii) Unemployment due to lack of openings, facilities and opportunities.

It seems to us that the first case can be met to a certain extent by the immediate introduction of an "Unemployment Insurance Act" on the same lines as is in force in England, which should also comprehend clerks and administrative workers, supplemented by an Employment Bureau working in harmonious co-ordination with the existing trade unions and especially those representing interests of middle-class people. And in the meantime the employers should be asked to introduce a uniform system of "Unemployment Benefit Fund" to which the employees should contribute a certain percentage, say $7\frac{1}{2}$ per cent. of their salary and the employers should also contribute the like amount every month, so that a temporary relief may be given to the unemployed.

The second case is very complex and does not seem to lend to easy handling. The present situation needs the adoption of a narrow outlook on the part of the Government and by this I mean that preference should be given to Bengalis for vacancies in Bengal, unless the other Indian Provinces can fall in line with Bengal as regards the conditions ruling in this province governing vacancies and waive aside the question of domicile.

3. There are fields in which more experience and financial facilities than technical knowledge are required and if the Government can see its way to intervene with a view to aid the people to regain some of the grounds from which the indigenous people have been ousted, by starting People's Banks with sufficient Government subsidy and restricting the scope of inter-provincials to a certain extent, the pressure of unemployment can be relieved to some extent.

4. On behalf of the Committee I would also suggest that the Government should help to a certain extent by opening up agricultural facilities and offer *khas* lands not only without *selami* but at a nominal rent as an inducement for educated men to undertake agriculture as their vocation. Government should also exercise its influence on zemindars to do likewise.

5. Among other remedial measures for the immediate relief of the unemployed middle-class people my Committee suggests—

- (1) Indianisation of services,
- (2) nationalisation of main industries.
- (3) encouragement to home-industries and protection of same against foreign competition by legislation,
- (4) organisation of co-operative institutions to restrict the undue exploitation of the country by capitalists,
- (5) legislation for stoppage of overtime work and work on Sundays and recognised holidays or payment of at least double the normal rate of salary for such overtime,
- (6) legislation for uniform working hours in offices, both Government and mercantile, limited to 36 hours a week,
- (7) retrenchment, if at all necessary, from the top and not from the bottom, and
- (8) immediate legislation for the facilities to develop trade unionism with a view to foster a spirit of sympathy and co-operation among the workers of all classes.

Dated Dacca, the 15th June 1923.

From—The Principal and Secretary, Commercial Academy, Dacca,

To—The Secretary, Unemployment Committee, Bengal.

I have the honour to acknowledge, with thanks, the receipt of your circular letter No. 377/U. C., of the 4th May 1923, asking for my views in regard to the question of unemployment among the educated middle-classes in Bengal, and enclosing a number of questions on the subject to be answered.

2. Although I have not studied the question in detail, the gravity of the situation is felt very keenly by me of late when the successful pupils of my Academy come to me for help and advice, seeking employment and finding none.

3. As regard the unemployment amongst the Anglo-Indians, as I have no direct knowledge of their conditions I must refrain from giving my views.

4. I think the main causes of unemployment among the educated middle-class Bengalis are—

- (1) (i) Aversion to manual labour partly owing to rigidity of caste rules and partly to lack of energy consequent on poverty and disease. Early marriage and home-sickness responsible to a great extent.
 - (ii) Four avenues are open: Law, medicine, teaching and clerkship. Training hopelessly inadequate and unsuited to the requirements of the country. For want of scope M. Sc.'s take to Law. Medical training much too costly—indigenous system altogether neglected and tabooed, Government patronage wanted. Teachers ill-paid, disappointed, victims of red tape. Clerks lack training because they are allowed no scope to develop; very poorly paid. Present system of education much too one-sided yet exacting. Highly ruinous to health. Paper knowledge of elementary hygiene worse than useless. The root cause of this unemployment question is that educational institutions have lost their function as selective agencies. The standard is now so low that even the most poor intellect would be tempted to swell the number of unemployed *Bhadralok*, rather than mind his own business to the advantage of both himself and society. As Mr. Hornell puts it, "My Khansama's son is wasting his own vitality and his father's substance in a persistent but vain attempt to pass the Matriculation Examination".
 - (iii) Vernacular Journalism is at a discount: caustic criticism of Government not helpful—no constructive practical criticism. Lack of moral and practical support from rich country men. If Government Publicity Officer throws out useful practical information to the enquiring press, peoples ideas will change and range of vision widened.
 - (iv) Birth-control must be practised by Bengalis. The shibboleth of "Dying race" does not hold in case of people suffering from chronic starvation and perpetual degeneration. It is suicidal to go on multiplying, income remaining steady. Marriage of children should follow and not precede profitable employment.
 - (v) Distrust on the part of foreigners who think that to open out avenues of practical usefulness, *viz.*, match and pencil factories, tanneries, glass-works, tailoring, accountancy, book-binding (scientific), dyeing, cloth and watch-making, wood seasoning, gun-making, soap making, manufacturing chemicals (on a commercial scale) pottery, porcelain manufacturing, journalism, commercial training and such other bread-giving works mean the usurpation of their functions, deterioration of their prestige and above all the ruin of their brisk trade.
- (2) As the interests of the Government are not identical with those of the foreign traders, surely some of the existing stereo-typed schools and colleges may be replaced by smaller and less costly schools where the above-named things may be successfully taught. People will not grudge further taxation if they are thus placed on the road to full meal and freedom from diseases and premature decay.

Only such methods of "relief" will be immediate, effective and permanent. No other method appeals to be true or sure.

No. 500 R. T., dated Calcutta, the 16th June 1923.

From—The Superintendent, Calcutta Research Tannery,

To—The Secretary, Unemployment Committee, Bengal.

About 20 years ago most of the educated Bengalis could find employment. Those who were not educated were also employed as agriculturists, artisans, petty shop-keepers and traders.

The callings which almost totally absorbed those who obtained English education were those of the lawyer, the physician, the engineer, the teacher and the Government official, the employee of mercantile firms and so on. As a matter of fact one of the main objects of introducing English education in this country was to get local recruits for the above callings. This object was fully attained. Finding that English education fetched larger income and gave a better status in society than what was obtainable from vernacular training, the Bengali middle-class people determined to exploit this means of rising in the world to the fullest extent. They were perhaps the first in India to realise the advantages of English education and were also foremost to enjoy them. The English educated Bengalis found employment not only in Bengal but their services were sought in other provinces too. Bengali Government officials, Bengali clerks, Bengali lawyers, doctors and teachers could be found in all parts of India from Kashmir to Cape Comorin. Supply was then smaller than the demand and hence unemployment among the educated Bengalis was rare if not altogether non-existent. Education, especially English education, was universal pass-port to good berths.

Things have changed now. Demand for educated men has increased their supply not only in Bengal but in other provinces as well. The output of educated men from the various Indian Universities, specially from the University of Calcutta, has been much more than what the callings referred to above can consume. Not only the middle-class people of Bengal are coming for University education but members of other classes who in former days used to ply their hereditary professions, *e.g.*, the carpenters, the blacksmiths, the goldsmiths, the banias all are coming for University education and all of them aspire to find employment under Government, in mercantile firms or to make a living by pursuing the learned professions. Men in other provinces have also been educated and consequently Bengalis are no longer sought after, on the other hand in many provinces, they are being already shunned.

There is therefore a surplus of educated Bengalis who do not find employment suitable to their training.

Government can only employ a limited number of men to carry the work of administration of the country. This limit has well nigh been reached. The legal and the teaching professions are overcrowded. The existing mercantile firms have employed all they want. It is true that Government of Bengal and the mercantile firms in Calcutta employ a few foreigners and people of other provinces. Even supposing it were possible to exclude these men entirely from services in Bengal the acuteness of unemployment would only be slightly relieved, but not removed. Perhaps there is some room in the medical and the Engineering professions.

The fields which would offer substantial relief to unemployment would be those of agriculture, industry, trade and commerce. It is a patent fact that there are employments and covetable employments too, in these lines.

In the field of industry the Europeans, specially the Scotch, have proved it by developing the jute industry in Bengal. Some Bengalis have also demonstrated the potentialities of industrial career by launching into the oil industry, the tanning industry, the chemical industry, the engineering industry and many other infant industries that one finds being developed in Bengal at the present day.

In the fields of trade and commerce the Marwaris, the Bhatias, the Punjabis, the Parsees have proved that there is money to be made by pursuing trade and commerce.

In agriculture, the European tea planters and their Bengali disciples have proved that covetable employment could be found for thousands even in the jungles of Assam.

It would be a pertinent question to ask why in Bengal where so many foreigners and men of other Indian Provinces are thriving by industry, agriculture, trade and commerce, the educated Bengalis with their much vaunted brains should be starving for want of employment.

The question was asked long ago and many thoughtful men have tried to find out the cause of this curious anomaly and suggested remedies. These causes are discussed below under the groupings suggested in the questionnaire.

(i) **Causes inherent in the nature of the Bengali middle-class.**—(a) *The desire for a peaceful and easy life.*—This is in the blood of every middle-class Bengali. It has its origin in the ease and plenty in which his forefathers once lived in the bountiful villages of Bengal. Conditions of the country have changed, but the nature of the people has been slow to adapt to the modern environments. The rough and tumble of the modern commercial life is abhorrent to him. That keen desire that one observes in a westerner and also in a Marwari or a Bhatia to win in the struggle for existence by manly exertions is absent in the average Bengali of the middle-class. He is satisfied with what little he gets without much exertion and if his lot be not happy he blames more his fate than his want of grit.

(b) *Aversion to manual work.*—The educated middle-class Bengali will not take his coat off and use his muscles to earn a living. Manual work lowers him in society.

(c) *Aversion to outdoor work.*—Out door work is not congenial to him. He would rather sit at the desk of a dingy office and drive the quill from dawn to eve rather than move about in the world and work as commercial travellers, brokers or outdoor supervisors.

(d) *Religious and social scruples.*—The middle-class Hindu Bengali is debarred from plying certain trades such as tanning, shoe-making, trade in hides and skins, in meat, etc., from religious scruples. In Calcutta there are many Chinamen who are making decent living from the shoe trade and there are quite a number of Punjabis who are making money from leather trade.

(e) *False sense of dignity.*—On account of this snobbishness the middle-class Bengali considers it beneath his dignity to be small shop keeper, artisan, etc. In Calcutta there are thousands of Beharis,

Oriyas, Punjabis, U.P. men who are earning a decent living by keeping small shops of sweetmeats, cigarettes, betel, and various other little things which can be done with a small capital within the reach of many unemployed Bengalis. But the Bengalis will not do it. The Oriya mechanics lay pipes and do all the work of gas, electric and telephone installations and the Bengalis are nowhere in these lines. The Chinese carpenters have ousted the Bengali carpenters. A Bengali mason is difficult to find. All the works that are required in these days of modern civilisation in Calcutta are being done by men hailing from outside Bengal. These men could be usefully replaced by the Bengali middle-class.

(f) *Want of enterprise.*—Even those who have money are nervous in taking up business enterprise.

(g) *Want of business discipline.*—The middle-class Bengali often smash up business by quarrelling over petty matters. They have not developed yet the habit of working together.

(h) *Want of thrift.*—They spend more than they earn. The joint family system and the system of early marriage are mainly responsible for this.

(i) *Lethargy and want of ambition.*—The Bengali middle-class people are by nature lazy and unambitious. Climate of the country has got much to do with this habit.

(ii) **Causes resulting from the existing system of training and education open to the Bengali middle-class.**—(a) The education imparted by the Calcutta University makes the Bengalis fit only for the overcrowded learned professions and for clerkships.

(b) The system of education and easy University degrees foster false sense of dignity and the students fail to imbibe the very necessary ideal that labour, even manual, is dignified and honourable.

(c) The University turns out brainy academicians for discoursing high philosophy and abstruse science, but not practical men of the world sufficiently brawny and tough to stand in the modern struggle for existence and brave to board the world.

(iii) **Causes resulting from absence of information as to any but a few well known fields of employment.**—(a) Information regarding the natural resources of the country is still meagre. Much more inadequate are technical informations regarding the ways and means of exploiting them for the benefit of the children of the soil.

(b) Information about the markets in which Indian products could be sold as well as the places from where the commodities marketable in India could be imported is also unsatisfactory.

(iv) **Causes resulting from the financial state of the members of the Bengali middle-class.**—(a) The average educated middle-class Bengali is without funds. His parents usually invest their savings in his education. It often happens that the parents get involved in heavy debts in sending their sons to the University. So a Bengali youth of the middle-class after finishing his education finds that his father has no money which he may invest in business. Banks and loan concerns would not lend him money without good security. So to start in business requiring capital becomes out of question for him.

The comparatively richer in the community invest their savings in land but do not as a rule launch in business or industry.

2. Remedial measures suggested.—(i) *For immediate relief.*—(a) The educated Bengalis should be admitted into those services in which they could not hitherto enter in any large number. The military, the marine, the customs preventive services, the railway services might be mentioned as instances.

(b) To help those who are qualified to start business or industry and are prevented from doing so for want of capital, loans on easy terms should be arranged. The Department of Industries should suggest them the industry to start. Much relief would be found by starting such small industries as—

- (1) Hand-loom weaving.
- (2) Dyeing of textiles.
- (3) Tanning.
- (4) Shoe-making.
- (5) Making of wicker baskets.
- (6) Making of hosiery.
- (7) Making of stationery.
- (8) Poultry farming.
- (9) Breeding of cattle.
- (10) Making of butter, ghee and other milk products and so on or starting of such shops as are at present kept in Calcutta by non-Bengalis—
 - (i) Cloth shop.
 - (ii) Shoe shop
 - (iii) Shops for sweetmeats and provisions.
 - (iv) Refreshment cabins.
 - (v) Tobacconist shops.
 - (vi) Fruit shops and so on.

(c) Forest areas under Government should be reclaimed and the Bengalis employed in this work and opportunities given to them to earn a living from the forest resources.

(d) A survey should be made of land lying waste. Facility should be given to the Bengali middle-class youths to have this land on lease and through the Department of Agriculture they should be encouraged to bring this land under cultivation and thereby earn a living.

(e) There should be more railways in the Provinces which would not only give employment to the Bengalis but also help in the development of the resources of those villages and districts which are still far from the existing railways.

(f) The sanitary condition of the villages should be improved. Facilities for education in villages should be provided for by opening schools. This will tend to keep the educated young men in the villages to develop their resources. The over-crowding and unemployment in Calcutta will then largely diminish.

(g) Khasmahal lands should be given to the educated Bengali youths for cultivation purposes on easy terms.

(ii) and (iii) *Prevention as far as possible of an aggravation of the present state and prevention of the state of unemployment of these classes in future.*—(a) The system of education should be changed. University education of the present academical nature should be reserved only for the highly intellectual elements of the community. The tendency of all and sundry to crowd the colleges for higher, and from the worldly sense non-productive, education should be discouraged. Vocational education should be provided for. Instead of crowding the colleges of the present day type, the young men should crowd technical and industrial schools as students and industrial concerns as apprentices.

(b) The policy of the Government and mercantile firms should be to employ Bengalis in their services.

(c) Greater encouragement should be given to qualified Bengali students to go abroad with State Scholarships for such technical training as can not be had in this country.

(d) Pioneer State factories should be started to establish new lines of industry in the Province.

(e) As ordinary banks are apathetic to the interests of the Bengali industrialists State industrial banks should be started to help them.

(f) The industries of the Province should be protected by tariff. Ways and means should also be found out to prevent the killing of the infant industries by unfair internal competition.

Dated Calcutta, the 18th June 1923.

From—The Secretary, Bengal Chamber of Commerce,

To—The Secretary, Unemployment Committee, Bengal.

I am directed to acknowledge the receipt of your letter No. 29 U. C., dated 3rd May 1923, in which you request the Committee of the Chamber to express their opinion on the problem of unemployment among educated middle-class Bengalis and Anglo-Indians.

2. The Committee reply to your first question as follows:—

(i) The unemployment regarding which reference has been made is not in the main due to causes inherent in the classes concerned—but is due, in the opinion of the Committee, largely, but not entirely, to a curtailment of employment resulting from contraction in trade following upon the inflated conditions seen during the closing period of the War. The unemployed must, however, contain a large number of youths and men who have never yet succeeded in obtaining employment, though the supply of persons desirous of becoming clerks having for many years exceeded the demand.

(ii) One of the chief causes of unemployment is undoubtedly to be found in the excessive numbers who have selected a class of education which claims to qualify for clerical work while ignoring the fact that, even in normal times, the clerical employment available is wholly insufficient to absorb the annual crop of youths who aspire to it.

(iii) In the opinion of the Committee absence of information as to any but a few well known fields of employment is not one of the contributing causes of unemployment, but that is no reason why information as to all existing classes of employment, and of all obtainable industrial and technological instruction, should not be made available in our schools and colleges.

(iv) Unemployment is generally due not so much to the financial state of the unemployed as to the financial condition of the employers. As trade is bad or good so unemployment rises or falls. The financial condition of the classes being considered is such however that undoubtedly there can be no general adoption of occupation which call for the investment of capital; such as retail trade, manufacturing, agriculture, market-gardening, dairy-farming, etc., which otherwise would offer remunerative outlets for many.

(v) Under the force of economic necessity retrenchment is the order of the day and is the main cause of a large portion of the existing unemployment.

3. To your second question the Committee reply—

(i) In their opinion there are no remedial measures which could be made immediately operative, with the exception of charity.

(ii) and (iii) Remedial measures which would have immediate effect as indicated above do not seem to the Committee to be available. Indeed it is more than probable that the position must be worse before it can be better: for the reason that one of the most palpable acts of retrenchment still open to Government is the universal adoption in Government offices of the same office hours as are observed by business houses, i.e., 10 A.M. to 5-30 P.M. If this were done it would enable existing staffs to be materially reduced and would correspondingly increase the ranks of the unemployed.

4. The solution of unemployment is obviously *work* of one kind or another; but, if the unemployed are only prepared to undertake one kind of work, and that work is clerical, the only remedy is increased clerical employment. This cannot however be created by private employers, nor can it be directly created by Government; and accordingly the solution must be found elsewhere. In the meanwhile, however, one thing can be done that neither involves delay nor requires Government help; and that is an immediate cessation of the huge output of partially educated youths qualified for nothing but clerkships, and very poorly qualified for that.

5. No one who has had any experience will, the Committee believe, contend that the education in our schools and colleges, is to any important extent successful in turning out even a satisfactory type of clerk—although it is understood this is one of its avowed objectives.

6. A youth who can write a good hand is of some use in the world, even if he can do nothing else, and, what is important, it will gain him attention at the start of his career. But the Committee understand that handwriting is given no place in our curricula nor marks in our examinations, and consequently the average applicant for a clerkship writes very badly while he also lacks the power of expressing in correct language the simplest fact.

7. Were our educationists to do no more than to teach good penmanship, they would materially increase the market value and prospects of their pupils; and if on this foundation they could add the power of expressing simple facts in correct language there would be a further improvement in the quality as wage-earners of those confided to their care.

8. So long as the present conditions prevail it seems to the Committee that much benefit would accrue if the education of the classes we are considering was simplified, and more strictly confined within utilitarian

limits, and, if the Entrance Standard of the Arts course was raised, many of the class who have now before them only clerkships or unemployment would at a favourable age be diverted to callings of a character suited to their capabilities and circumstances. The present policy, as judged by its products, as they come before the Calcutta employer, is largely a waste of time and effort to both teachers and taught.

9. So far as the Committee can see, the only practical means by which increased work can be provided and relief given on anything like an adequate scale is through Government—

- (a) making urgent, real and whole-hearted efforts to encourage and to develop local industries;
- (b) extending the railway and irrigation system and pressing forward remunerative public works as rapidly and as extensively as possible;
- (c) improving existing methods of agriculture;
- (d) rendering technical education more readily and widely available and by exploring the possibilities of home industries.

10. The Committee have not differentiated between the Bengali and the Anglo-Indian. Not because there are not marked differences between the two but because the main cause of unemployment is the same in both cases—namely, scarcity of work; and the remedy is also the same—namely, increase of employment, and this letter has indicated whence alone, in the opinion of the Committee, that can come.

11. As the Bengali is very often a landowner, whereas the Anglo-Indian of the class we are considering never is, it is clear that the former has a resource, capable of being turned to some account, which the Anglo-Indian does not possess. It is perhaps therefore worth while suggesting that our curricula in at least Indian schools, should contain instruction as to the various remunerative purposes to which small landowners could put their holdings.

Dated Calcutta, the 18th June 1923.

From—The Secretary, Calcutta Trades Association,

To—The Secretary, Unemployment Committee, Bengal.

I now have the honour to acknowledge the receipt of your circular letter No. 31 U. C., dated the 3rd May 1923, enclosing a questionnaire with reference to the causes of the present state of unemployment among the educated middle-class Bengalis and Anglo-Indians.

This important question has received the most serious consideration of my Committee and I am now directed to submit the Association's views in this connection.

Bengalis.—It appears to my Committee that unemployment among the middle-class Bengalis is due to an inherent and distinct aversion to any employment that involves manual labour or muscular effort. Only clerical labour is considered by this class and unfortunately the supply of candidates for this form of employment exceeds the number of vacancies.

Agricultural employment is yearly becoming more and more neglected and labourers from adjoining provinces are being imported to do the manual work which was in former years done by the Bengali.

Inborn vanity and general slackness in the opinion of my Committee prevents the Bengali from qualifying for higher posts. He quickly imagines he knows all there is to know about his work and he does not consider any effort necessary to improve his knowledge. In addition he relies entirely upon the existing pernicious system of seniority rather than efficiency for promotion.

My Committee considers that the present system of education is undoubtedly largely responsible for the problem of unemployment. Not only is the University curriculum totally unsuited for a commercial training but the authorities are apparently making the examinations easier each year with the result that the percentage of passes are yearly increasing and although the English language is the language of Government and of commerce the majority of B. A.'s and M. A.'s of the Calcutta University have but a smattering of that tongue and cannot compose a grammatical letter.

With reference to the question as to whether unemployment is due to the absence of information as to the fields of employment my Committee feels that it is not so much a matter of lack of information as an ingrained spirit of disinclination and there is but little doubt that early marriages forms a very great drawback to learning a useful trade as financial difficulties prevent the Bengali from entering into and serving a lengthy apprenticeship on a nominal wage. Again, the existing family system tends to foster laziness for the simple reason that it is considered that if one member of a family works the other think it unnecessary to do so.

As to the question of remedial measures my Committee regret they are unable to offer any practical suggestion for immediate relief but they would suggest an entire re-organisation of the existing University system embodying a course of technical education and intensive propaganda to prevent early marriage and the encouragement of technical rather than clerical pursuits.

Anglo-Indians.—In the opinion of my Committee the principal causes of the present state of unemployment among Anglo-Indians is due to sordid environment, overcrowding, marrying at too early an age resulting in lack of stamina.

At present middle-class Anglo-Indians are educated more with a view to obtaining employment in Government offices or to fill clerical positions which are more or less "blind alley" occupations. My Committee suggests that students should be encouraged to interest themselves in technical subjects so as to fit themselves for industrial positions and to appreciate the true dignity of working to produce something by their own handicraft.

Again, Anglo-Indian children are withdrawn from school at too young an age the reason being that there are no inducements for them to pursue a course of higher education. In England a boy possessing a Junior or Senior Cambridge Local certificate is given a certain degree of preference when applying for vacancies in mercantile, banking and insurance offices. No such inducement appears to be held out to lads educated in this country.

My Committee are strongly of opinion that an employment bureau should be started for Anglo-Indians and employers having situations vacant for this class should be invited to notify their requirements to this bureau and where possible not to engage employees without first consulting the central bureau where all particulars should be carefully recorded as to the character, educational qualifications and business ability of those seeking employment.

Again, my Committee regrets to have to admit the utter lack of unanimity among Anglo-Indians as a Community. They appear to possess no originality in making an effort to work in the ordinary channels open to young men in Western countries. There exists an absence of grit and determination caused primarily by marrying at an age when they ought to be learning some productive trade whereby they might be the better able to support a wife.

The Anglo-Indian woman is not sufficiently domesticated and is far too casual about the future, encouraging their men folk to seek poorly paid Government positions rather than to become producers and thus be of greater use to their country.

As regards remedial measures my Committee would suggest the establishment of a training school to teach Anglo-Indians how to drive taxicabs, motor lorries, etc., whereby they could after gaining a certificate of proficiency readily find employment and earn a fair income and incidentally help to keep the undesirables out of Calcutta and other large towns.

My Committee is also of opinion that technical schools should be formed for the purpose of teaching Anglo-Indian boys ordinary trades as apprentices say for a term of four years and whilst learning these trades they should be suitably housed and fed and an allowance for pocket money granted by Government to those who are unable to support themselves. Government should assist these technical schools and the poorer students during their apprenticeship. Those pupils who could afford it should pay for learning their trade. The Anglo-Indian Association and other such societies should also contribute to this scheme and by doing so would stimulate self help.

My Committee further considers that the Government should grant free land colonies for farming, poultry raising and other food-producing occupations.

In conclusion my Committee feels that Anglo-Indians have as much right to live as have Europeans or Indians and to this end it is thought that the Government should allocate a reasonable percentage of all appointments on Railways, Docks and other services under Government control which are now too frequently being given to Indians.

No. 2754—32-7, dated Malda, the 17th/18th June 1923.

From—RAI AMBIKA PRASAD SEN BAHADUR, District Magistrate of Malda,

To—The Secretary, Unemployment Committee, Bengal.

With reference to your letter No. 209 U.C., dated the 4th May 1923, requesting me to send my opinion about the problem of unemployment among the educated middle-classes in Bengal and among the Anglo-Indian middle-classes, I beg to state that I had no opportunity to study the question regarding unemployment among the Anglo-Indian middle-classes; my remarks are therefore confined to the educated middle-classes excluding Anglo-Indians. The problem of unemployment is becoming complex year after year and a solution of the problem to some extent will be of great benefit to the classes concerned.

The Hindus had their caste system which determined the occupation of men belonging to the same caste; English education and contract with people professing other religions disturbed the social system and

the rigidity of the caste restrictions became relaxed. Men of all castes found that they could expect equal treatment about employment if they were properly educated. The Hindus took up English education in right earnest and began to get employment in public offices, etc., at first all who sought employment were able to get themselves provided. There was only literary education and no sort of industrial education. The Hindus by accepting services became ease-loving and did not try to start or join industrial concerns and thus tended to become afraid of manual labour. With the spread of education the candidates for employment increased; Muhammadans saw their mistake and began to give English education to their children; education spread also amongst depressed classes of Hindus. The introduction of machineries, etc., caused the disappearance of cottage industries and increased the necessity for employment. People began to hanker after luxuries which also increased the number of men seeking employment while the absence of industrial education, and aversion to manual labour, want of enterprise, want of banking facilities did not allow people to have recourse to other avenues of earning money besides those to which they have become accustomed by their literary education. This mentality of the educated middle-classes allowed the Marwaris to gain a footing in this country and now the Indian trade of Calcutta and of most places in the mufassil are mainly in their hands. Others of their fraternity come here and are backed by the well-to-do members of their community, are given money at rates of interest which non-Marwari traders cannot expect from them and in this way the number of Marwari traders is increasing while the hardship from unemployment is increasing amongst the educated middle-classes.

Early marriage as well as the proposition that every woman should be married before a certain age are also responsible for unemployment or for employments which cannot suffice for the needs of the employees.

The system of training is also responsible as it is mainly literary and trains men for the services, and also for the professions of law and medicine. There are not sufficient facilities for industrial education or vocational training and therefore all avenues for employment are not open to the people.

It will also be clear from the remarks made above that information cannot be obtained by people of all avenues of employment, they are also not trained for employment to any but a few well known fields of employment.

The educated middle-classes are generally not well off; they have not capital enough to start industries. Early marriages increase their needs and they cannot wait to learn industrial pursuits by serving as apprentices and are thus obliged to seek employment in the services under Government or local bodies or in mercantile offices or under private employers.

Remedial Measures.—I do not think that in the present state of the finances of Government when the measures which are being taken by Government are increasing the number of unemployed, there is any prospect of any immediate relief by Government but measures may be adopted from now which will tend to diminish unemployment by exploring new avenues of employment for the people. The Army and the Navy, if thrown open to some extent, may provide employment for a number of the people. The introduction of vocational education, increase in the number of medical schools and colleges, increase in the number of

engineering schools and colleges and establishment of commercial schools and colleges will give people education on technical subjects and allow people to find new avenues of employment. Further, students should have facilities to join industrial concerns as apprentices and learn work; banks should be established in headquarters of districts as well as in centres of trade in the mufassil to enable people to have banking facilities in order to carry on industrial concerns.

It has been suggested and I think it would be well if through unofficial agency a Census of the unemployed be taken in each district. It may be possible to have associations in each district for the benefit of the unemployed; such Associations may raise funds and help the most needy on condition that when the unemployed gets employment, he would help the Association to the best of his ability.

University degree examinations might be made more stiff so that students may find it worth-while to bifurcate and choose profession before they begin to study for a degree and take up studies appropriate to the profession which they wish to adopt. People must be educated so as to give up marriages until competent to support a family; education should be further directed from the beginning so as to enable students to lose any aversion for manual labour.

The question of unemployment and the remedial measures for it is a difficult one and I think the value of remedial measures will be appreciable after the expiration of some years. Money, however, is required to carry out schemes and money will have to be found in order to ameliorate the condition of the unemployed and to prevent future unemployment. It will be a good thing to increase the number of scholarships tenable in foreign countries for the training of young men in technical subjects. Some system might also be devised by which industries might be started with State aid. The revival of Cottage industries will also tend to diminish unemployment to some extent.

I beg to submit herewith the opinion of the Secretaries of the Malda Association and of the Malda Muhammadan Association. [Please see pages 79 and 81.]

Dated Chinsurah, the 18th June 1923.

From—A. W. COOK, Esq., C.I.E., I.C.S., Commissioner, Burdwan Division,

To—The Secretary, Unemployment Committee, Bengal.

With reference to your letter No. 212 U.C., dated the 4th May 1923, and its enclosure, asking for my opinion on the principal causes of the present state of unemployment among the educated middle-class Bengalis and Anglo-Indians and on its remedial measures, I have the honour, after consulting the District Officers in this Division, to state as follows:—

2. It appears that the District Magistrate of Burdwan and Hooghly have reported their views to you direct. The District officers of Birbhum, Bankura and Midnapore report that as there are very few or no Anglo-Indians in their districts, their opinions are entirely confined to the consideration of unemployment among the educated middle-class Bengalis. Mr. Gurner, District Magistrate of Howrah, states that experience in his district goes to show that employment among Anglo-Indians is determined by world-wide industrial conditions

reacting through shipping on the river-side engineering works. As regards Bengalis, Mr. Gurner says that the complaint is most commonly made to him as of the lack of facilities for technical and professional education with the exception of course in the latter case of the legal profession. The District Magistrate of Birbham (Mr. A. L. Blank) is of opinion that a great deal of the helplessness of the rising generation of Bengalis is due to the hypnotic effect of the Calcutta University which has in recent years turned out large numbers of "matriculates" of such a low standard that its value as a qualification is now almost purely negative. He points out that after the Bengali youths have taken their degrees or have been eliminated at earlier stages on account of the straitened circumstances of their guardians, they find themselves with no employment, and little or no mental equipment to fit them for employment other than literary, but a marked disinclination for anything but work at desk. Unemployment in the opinion of Mr. Blank is not nearly so serious in other provinces and that its seriousness in this province is due to causes peculiar thereto, viz., the Calcutta University and the Bengali National characteristics. As remedial measures he states that it is to be hoped that the University will one day devote itself to some other end than turning out a large number of persons with English literary qualifications than the market can possibly absorb, but this is not a matter of a few days, or even years, and its effects will be slow. Mr. Hubert Graham, Magistrate of Midnapore, says that unemployment among the educated middle-class Bengali is due to the fact that the higher classes have not adopted themselves to changed conditions and have no enterprise and that they prefer gentlemanly occupation to trade. The permanent settlement in Bengal has, in the opinion of Mr. Graham, been a good deal to blame for this state of affairs. He cites as an instance that it can be found in a village three or four *Bhadraloks* eking out in a precarious livelihood from their rents. Had there been no permanent settlement, he points out that such men would have been driven to useful pursuits. He does not, however, admit that the case is at all serious and he observes that unemployment in industrial and in European countries is a hundred times greater than in Bengal and that the Hindu system provides for this state of affairs very well indeed. Mr. Graham states that he has no remedy to suggest except the generally admitted remedy of a change in the educational system, to give more scope to vocational and practical education. The Offg. Magistrate of Bunkura only (Mr. P. C. Ghose) has dealt at length with the Committee's questionnaire in his letter No. 599 J., dated the 6th June 1923.

3. My opinion agrees entirely with that of the District Magistrate of Burdwan whose letter sums up the whole situation. As to the causes, there can be no doubt we have a large number of ill-equipped youths who have been educated beyond their capacity. The main remedy is to put up the fees at high schools to keep the numbers down or limit the attendants to those who can afford to pay or who have shown outstanding ability who would get adequate scholarships. We shall then possibly induce the unprofitable class to go back to their villages and replenish the labour supply of the country side, which is depleted to the extent of causing deterioration in cultivation. Every one stands to benefit by this. The parent cultivators who are now paying beyond what they can afford for keeping their boys at school will be saved an outlay which encroaches on their resources which should go to good supply, i.e., the family will be better fed. The labour supply

will be larger and so cheaper. The work will be better done—as being done by those having a vital interest in its being done well. This is the first thing that has to be done and can be done. “Vocational” education talked of in the replies of Indian gentlemen is hardly understood by them. With the caste system and its corollary, a sharp line of cleavage between *bhadra* and *non-bhadra*—still persisting, it is out of the question to set up a large number of schools for training in trades. Further, we have no teachers. What we want is in the end not masters but servants, men who can work not superintend, and until the youth of Bengal is disciplined to do an honest day’s work, there is no hope for him.

Dated Baduria, the 19th June 1923.

From—The Chairman, Baduria Municipality,

To—The Secretary, Unemployment Committee, Bengal.

1. The principal causes that have tended to produce this present state of unemployment among the educated middle-class of Bengal are in our opinion—

- I. The inherent aversion of this class of people for manual labour.
- II. Want of proper vocational training in our schools and colleges.
- III. Absence of information regarding fields of employments with the exception of a few well-known ones.
- IV. The middle-class people are rather in straitened circumstances and consequently unable to provide their children with capital.
- V. (a) The monopoly of almost all the small trades and commerce by people of other provinces.
- (b) They have no openings for their careers in many of the departments of the Government such as the navy, the army, etc.
- (c) Recruitment of officers of different departments of the Government from elsewhere.
- (d) Preference given to communal interests, thus excluding more suitable and educated people.

2. To remedy this state we suggest—

- I. The opening up of the various careers not open to them at present.
- II. The aggravation may be prevented by—
 - (a) Imparting to the class suitable vocational training. The means suggested by Mr. Petavel may be tried.
 - (b) Financial facilities for starting businesses to fit members of the class.
 - (c) A bureau of information for furnishing all informations regarding other openings not commonly known to the class.
 - (d) Increased access to the various departments of the Government the members of which are mostly or exclusively recruited from outside.
 - (e) Discontinuance of all communal preferences.
 - (f) Training in schools and colleges in such a manner as would teach the class to respect manual labour.

III. The reply is contained in II.

No. 302, dated Chinsurah, the 19th June 1923.

From—BABU PRASAD DAS MALLIK, B.L., Secretary, Hooghly Bar Association,

To—The Secretary, Unemployment Committee, Bengal.

With reference to your No. 559 U.C., dated the 14th May 1923, asking for an expression of opinion on the problem of unemployment among the educated middle-classes, Indian and Anglo-Indian, in Bengal and for suggestion of remedial measures, I have the honor to state at the very outset that the members of the Hooghly Bar Association fully realise that the hardship resulting from unemployment among the communities in question is daily becoming more and more acute and that the adoption of remedial measures in the near future is highly necessary in the interest of those communities and for the prevention of spread of discontent and dissatisfaction among them. But as it is difficult to solve the problem and give definite answers to the questions put by you without a searching enquiry into the causes of the present state of unemployment and a close study of the subject in all its bearings, I have, as desired by the members of my Association, only attempted to answer your questions so far as they relate to educated middle-class Bengalis, in the following manner:—

1. (i) The lack of enterprising spirit which is best evidenced by the desire of young men and their parents to secure services not far from home may be characterised as one of the causes of unemployment inherent in the educated middle-class Bengalis. But it must be said to their credit that instances of enterprising spirit are gradually multiplying and time is not far distant when young Bengalis, unless prevented by unforeseen circumstances, will be found all over the world. The caste prejudices which were sometimes regarded as stumbling blocks in their path of advancement are also melting away though rather slowly.

(ii) The existing system of education and training available to our young men has various defects which are fraught with mischievous consequences and should be eradicated as soon as practicable. The training and education of our boys without any consideration of their special aptitude cannot but produce unsatisfactory results; and it is not too much to assert that teachers, as well as guardians, are responsible for the unjustifiable waste of energies of the young people. The absence of vocational education in our schools and colleges is another noticeable defect in the existing educational institutions.

(iii) The absence of bureaux furnishing informations as to various fields and avenues of employment is keenly felt by the unemployed who find it rather difficult to explore them promptly and timely. No doubt the daily newspapers which encourage advertisements for vacancies, play an important part in furnishing informations to the seekers of employments; and the existence of post offices in the interior of districts and subdivisions helps a good deal the prompt dissemination of news. But I think that the publication of a weekly (if not, daily) official paper dealing with various fields and avenues of employment and giving prominence to all *vacancy news* in a well-arranged manner, will serve a good turn to the unemployed who may easily gather the necessary informations by searching for them in their proper places.

(iv) The limited income of the middle-class Bengalis does not allow them to provide for the liberal education of their boys. In the majority of instances they are compelled to leave schools or colleges

without qualifying themselves for any special branch or acquiring any general knowledge of a substantial character. They have to seek employment at a comparatively early age for helping the family with whatever they can earn. But the inevitable result is that they find it difficult to secure suitable employments.

(v) The growing love for town life and the enjoyment of luxuries placed within the easy reach of even middle-class Bengalis who leaving their ancestral agricultural holdings to the care of servants or in the hands of tenants have come to reside in towns, have fostered a distaste for agriculture which if carried on with the help of improved appliances and on scientific methods, may contribute to a great extent to the prosperity and welfare of their families. It is also a patent fact that various circumstances have combined to bring about a gradual deterioration of the general health and stamina of the middle-class. One need not, therefore, be surprised at many people being thrown out of employment at a comparatively early age, or at the failure of young men to be enlisted even as apprentices.

2. (i) It is difficult to devise any means by which immediate relief can be given to the unemployed of the middle-class Bengalis. But with a view to bring some relief within their easy reach, statistics should be prepared, with the help of local authorities and local bodies of the unemployed among them noting their special qualifications and aptitude as well as their personal views as regards the lines, which might suit them. Once such figures are collected, there will be materials to realise the gravity of the situation and to devise means for dealing with it effectively. But as the percentage of the unemployed is daily increasing, both official and non-official bodies should combine to give immediate relief. State aid is no doubt urgently required; but such aid to be effective and far-reaching should be supplemented by the conjoint action of all private employers.

(ii) The best way to prevent an aggravation of the present state of unemployment in Bengal is to invoke the aid of the principle that the Bengalis should be employed in all departments in preference to outsiders. It seems to be rather absurd that, when qualified Bengalis are available, their claims should be overlooked to provide for other people. It is only when a Bengali is not found sufficiently qualified for a particular post that the claim of an outsider should be entertained.

(iii) Prevention is further possible by affording facilities to the middle-class Bengalis to qualify themselves for all sorts of lucrative jobs. At present there are only a few lines of training open to them. If they can be multiplied and if selection of a particular line is judiciously made, the chance of remaining unemployed will be minimised. A peep into the town of Calcutta will at once reveal a state of things which may serve as object lessons to us. When one passes through its important streets, one cannot but be impressed with the notion that the Bengalis are destined to make room for the Madrasis, the Marwaris, the Punjabis and many other nationalities. The time is not far distant when Calcutta will cease to be capable of being recognised as the capital of Bengal in the absence of Bengali residents whose number is daily dwindling away unless the middle-class Bengalis can keep pace with the march of time, unless they can hold their own in all departments of commerce and industry, unless their educational attainments are at a par with those of other people in these days of keen competition, and unless those who are interested in their welfare put their heads together, the present state of unemployment instead of being dispelled will remain as a pestering sore in the body of Bengal.

Dated Calcutta, the 21st June 1923.

From—Mr. S. N. Mallik, Chairman, Corporation of Calcutta,
To—The Secretary, Unemployment Committee, Bengal.

Problem of unemployment among educated middle-classes in Bengal.

1. Before I answer the questions under the definite categories asked for, I must, I feel, preface the answers with certain preliminary remarks which are essential to a proper understanding of the questions at issue.

2. The term "unemployment among educated middle-classes" has not the same significance here as in other countries, *i.e.*, England. In the latter the amount of employment shrinks, so to say, at times through diverse causes, depression in trade and commerce resulting in reduced activities of industries, competition, over-fed markets, discovery of mechanical devices, etc., and unemployment is the result. In Bengal, it seems to me, that many of the educated middle-classes to-day are without "employment" not so much because of the shrinkage of the amount of employment but because of their inability to adapt themselves to the needs of various employments and means of livelihood that do exist in the country. I must confess that for this inability they are not much to blame but the result in either case is the same. That result is that while educated middle-classes are either without employment or are on employment which can hardly permit them to live up to the standard of their class—even when such standard is low compared with that in other countries—men from other parts of India and foreign countries are monopolising the business of their province. If the Bengalis could secure for themselves the trade and the commerce of their country to the extent which, for example, the Japanese have in Tokio, if they could have for themselves the running of industries to a measure which men of any other nation have in their own country the question with which the Committee is confronted to-day, would apparently never have arisen, at least in the shape it has to-day. No country can thrive on clerkships or on the depravity or disease of fellow men—by providing a few lawyers, public servants or medical men here and there. I do not maintain that they are unnecessary. They may and possibly are quite necessary but they are not all. No healthy country could have failed to recognise that, after all, careers like these ought to attract only a very small minority of its people. It is because this obvious fact was overlooked and that there was a race more or less for all to secure the clerkships, the few appointments on fixed pay, the limited prizes in law and medicine, that there is a surplus to-day of people who fitted themselves up for nothing else and who have in the process lost that elasticity of mind and temperament which could have enabled them to take to courses other than few aimed at and lost. From a very full and exhaustive note of Sir John Kerr before the Saddler Commission it will appear that of the graduates and undergraduates turned out by the University each year scarcely 10 per cent. get any Government employment. The Bar attracts quite a large number but provides decent living only to a few and the rest drift as teachers to private schools, clerkships under private employers, few of which afford a subsistence wage, and otherwise swell the list of the unemployed.

3. It is futile to attempt to apportion blame for this state of affair. It is probable that the political condition of the country is to some extent

responsible for this but that alone cannot solely account for it. The Marwaries, the Parsees, the Bhatias and so forth are under the same political conditions and they have ousted the Bengalis in his own province. It is probable again that the caste system to a certain extent responsible but then again the Bengali is no more an adherent of orthodox habits than the Marwari is. On the other hand of the Hindus of India the Bengali has often the opprobrium of being a heretodox. The rigours of caste have certainly less effect on him than the restrictions of the trade guilds of pre-revolutionary France or of classes of pre-reformed Japan had on the people of those countries. Social conditions with the responsibilities of joint family certainly contributed their share but neither early or improvident marriage (getting less and ought to get less frequent) was peculiar to a Bengali nor joint mess his exclusive system. The climate of the country has undoubtedly something to do too but there again there are particular castes—the Subarna-baniks. Baniks for examples, who are more or less adhered to trades and have continued to do well living under the same climate. Aversion to manual labour though attributed by more than one critic to the Bengali *Bhadralok* could hardly have been congenital in a class with whom it is a tradition to do one's own menial work including cooking and drawing of water with his own hands though it must be admitted that certain modern conditions social and educational had this effect of late. That the lack of traditions has largely to do with the inability of the *Bhadralok* to cope with the situation few will deny. It is true that each one did its part. It is clear that the Bengali failed to fix up the ideal of his future or lost the thread of his existence or omitted to readjust himself thoroughly to the altered conditions that confronted him. He apparently preferred to gamble for the few prizes in the so-called intellectual occupations in service (assuming that service of the class can in any case be called "intellectual") or law, etc., and like all other gamblers found more of bankruptcy than affluence at the end.

4. I have discussed the situation and the cause in brief just to understand the situation in its true perspective but as I have stated it is futile to attempt to apportion blame. It was of importance to understand what "unemployment of middle-class" meant but is of greater importance now to suggest the remedy. I have already noted that the contributory cause for this state is not one. I must emphasise that there can be no one panacea to cure the effect. I place, however, the utmost importance to a change in the psychology of the people as a whole. They must realise the situation even now and instead of being a passive victim to a hopeless fatalism each guardian, each teacher, each parent of a child who has to earn a living must definitely point to a career in either industry or trade or commerce according to his or her circumstances and try to equip the ward, the pupil and the child accordingly unless there is definite opportunity or aptitude shown for adopting any particular course already common to-day. It should also be very definitely understood that each career has its own period of apprenticeship which must be scrupulously gone through and the young man who prefers to skip over the period in industry, trade or commerce and go through the rough and tumble of the early stages of probation is doomed to disappointment and none can save him. But the responsibilities are not their alone. The State, the University and the educational authorities, the capitalists, firms of business (both European and Indian) and all leaders of thought and of society will have to do their bit. What the State can do is proved in Japan of Oriental countries. That the future of young men of the country is a

matter which concerns the Government needs no repetition and this expectation of State help is neither unjust or unnatural if one realises the true functions of a State. Banking facilities are essential to industrial and commercial expansion of a people and it can hardly be denied that such facilities are yet meagre so far as Bengali young men are concerned. The University and the educational authorities can certainly provide for a more practical turn to the education of the boys and supply in this country the English public school type of education as far as the limited resources and the circumstances of the country will permit which will enable young men with a sufficient good grounding in general education and developed character to turn to the aforesaid avenues of life with success without waisting time in the University. That inspite of proper theoretical training of our young men not much progress can be made without the capitalists coming up to start industries and embarking on large commercial and trade undertakings in which the education of such young men can be perfected in practical experience is proved by the careers of a fairly large number of young men returning with technical training from abroad and accepting careers absolutely unconnected with such training. The business firms whether Indian or European must have to take their shares too in the education and training of our young men. The Indian firms must realise that it was not by perpetuating family groups that the efficiency of such firms could long be maintained and that not in few cases ruin has followed the attempt at the continuance of such system. They may profit by the example of foreign firms and help on competent young men of their country to rise gradually to be partners. This will be in the interest of the firms of the country and of the people generally. It will gradually attract capable young men to trade and commerce instead of compelling them to follow the beaten track with little or no use to themselves or to the country. Non-Indian firms should realise that only by a generous share in the training of the young men that their hold in the country can continue to their own interests and the interest of this country. I am afraid they have so far little to show that they afforded if not the same at least reasonable opportunities to the young men of this country to handle large business and commercial problems as they did to the young men of their own land. I admit that there are difficulties. But I maintain that no difficulties are insuperable and a way out can be found and must be found. I consider that in Associations like these the future stability of commercial connections of the Empire can be maintained. I would earnestly, invite their co-operation. In short I advocate that in this work every one should extend a helping hand and solve a problem which is fraught with dangerous possibilities and may at any time lead to undesirable consequences. With the growth of national consciousness, with the spread of education, with the changes in ideal and standards of living the avenues of employments of the young men of this country must have to grow. It is by joint collaboration of all that this increase and expansion can be effected and the problem of unemployment can to a reasonable extent be solved.

Answers to questions.

I have already discussed what I believe to be the causes so far as Bengali youths are concerned and that must be taken as part of the answers. My knowledge about the Anglo-Indian youths is limited and I believe there must be more competent men to speak about them.

1. There were caste prejudices which to some extent handicapped Bengali youths in the past but such prejudices are disappearing, though slowly and must be made to disappear. Honest worker must be held by the Society to be of the highest caste. For the *Bhadralok* there was some aversion to manual labour but more or less such "class" traditions existed everywhere, but even then this must go and the sooner the better. But I am afraid this will take a long time to go. I do not think that there are any insuperable inherent defects in the *Bhadralok* youths. They are largely the unfortunate victims of a tradition which has indissolubly connected the idea of a literary (or "soft") job with that of a *Bhadralok's* career in life. This misfortune of theirs has been systematically stimulated by unjustifiable social conditions resulting in an unhealthy public opinion in that behalf and the lack of a healthy physique in the largest majority of our youths has contributed most extensively to the perpetuation of that unfortunate tradition. Social conditions must change and are changing. Marriage before one earns his living, too great emphasis on the pecuniary responsibilities to members of a joint mess often make youths of this country old before their years and make them lose that spirit of daring and good cheer which make for success in life. Numerous instances of good and capable young men being altogether crushed in spirit at the very threshold of life must be known to almost everybody.

2. The training in our schools and colleges, its absence of a practical or manual work and too much of literary bias in its course tended to make education rather of one purely literary type for which there was hardly any variety of occupation possible. Little attention was paid to the development of character. Education in schools and colleges was only for passing examinations as a means to an end. Games and manly sports were neglected and are largely neglected even now. Physical culture leading to a life capable of bearing hardships was at a positive discount. No steps were practically taken to stimulate their ideas and make them self-reliant and prepare for the eventualities of life. This I consider to be one of the main, but not the only cause for the present state of affairs. It tended to create a liking only for "soft" jobs.

3. The Bengali *Bhadralok* lacks the tradition for commercial and industrial pursuits due to the fact that other ideals had so far held the field. Naturally they are shy to embark on a future so entirely uncharted and foreign to them. Successes of a certain number will tend to undo the effect. For such successes some risk must have to be taken by the pioneers.

4. Naturally the scarcity of men with money among a people generally poor has tended to keep back many. The absence of banking facilities and credit to some extent; again the effect of poor industrial and commercial condition in society had also been a great handicap.

5. The most important cause to my mind was the psychology of the people and a general attitude of *laissez faire* or drift. It is possible that poverty brought on timidity and this is responsible for reluctance to take the risk of a new career but as it is it must be broken through.

Remedies.—(1) I can suggest no remedy for the immediate relief of the unemployed. All that I can say is the gradual absorption of those who have the mental elasticity in new careers. I would suggest their diversion to trade from petty shop-keepers to anything in the line. What I suggest below for prevention of unemployment in future should be resorted to as quickly as possible and will affect the present members too. There is no one remedy nor can remedy come from one particular source only what I say cannot obviously be exhaustive.

(a) As I have stated I attach the greatest importance to a change in the psychology of the people, an earnest desire to capture the trade and commerce of the province and rely on industrial careers. Stereotyped billets on fixed pay which stimulate neither intellect nor capacity and which are almost certain to create an ease-loving disposition should be discouraged.

(b) *Technical training.*—The necessity for starting a Technological Institute should be kept in the fore-front. Financial difficulties will possibly stand in the way for the present but the idea is to be given the earliest practical test. One is almost tempted to enquire whether in the view of the financial stringency in the budget it will not be desirable to work out a scheme to raise money by loans, etc., to be devoted to the development of this and other activities for which there is so great and urgent need. In the meantime all existing institutions for technical training including Railway workshops should be taxed to the utmost to train the largest number they possibly can and all such training institutions should be encouraged by the public and the Government. Craft schools, vocational and industrial leaven in the ordinary curriculum of schools small cottage and home industries all will help in the achievement of the object. Introduction of small machines for cottage industries secured either by hire-purchase system or investment of small capital will go a considerable way in providing for people whom a clerkship—now not even that available—would have satisfied. To familiarise the use of such machines to demonstrate and furnish details about price, working cost of production, market for sale, a small bureau of men, with knowledge of these will be useful.

Agriculture.—Agricultural colonies with lots of land sufficient to keep a middle-class family provided are already being tried but it may be worth while to know why the scheme is not a success yet and what can be done to overcome the difficulties that stand in the way. The colonisation schemes in Sunderbuns should definitely experiment on them. I should note here that land legislation which adversely affects the middle-classes should be very carefully and cautiously handled.

Banking facilities.—It should be ascertained what facilities can be afforded to start people of limited means on commercial career.

Practical training.—The Bengal Chamber of Commerce and National Chamber of Commerce be addressed to know what opportunities for practical help in the matter of admitting Indians to prepare them for responsible work (non-clerical) can be possible from Indian and non-Indian firms.

Dated Barisal, the 19th June 1923.

From—BABU KALIPROSANNA GHOSH, Vice-Principal, Brojomohun College, Barisal,

To—The Secretary, Unemployment Committee, Bengal.

In compliance with your request contained in your letter No. 463 U. C., dated the 5th May, 1923, I beg to submit the following suggestions on behalf of myself and other members of the college staff who are at present in the town for the consideration of your Committee.

I. The principal causes of the present state of unemployment among the educated middle-classes may be grouped as done by your Committee, viz.—

- (1) Those inherent in the members of the classes especially their unwillingness to do anything involving manual labour.
- (2) Those resulting from the existing system of training and education open to them.
- (3) Those due to absence of information as to any but a few well-known fields of employment.
- (4) Those due to financial difficulties which often stand in the way of their taking to any business that requires even small financial outlay.
- (5) Others.

II. The following remedial measures may be suggested for the consideration of the Committee:—

- (1) Immediate relief may to some extent be given to the unemployed among the educated middle-classes—
 - (a) by Indianising the higher services, as far as possible, on moderate pay.
 - (b) by giving these young men facilities for entry into those services which are at present almost closed to them.
 - (c) by giving them (groups of 3 to 5) pecuniary help for the revival and development of small (cottage) industries either from the co-operative banks or some other source on the joint responsibility of each group for repayment of the same within a certain period.
 - (d) by providing them with *khasmahal* and other lands that are lying waste at present at nominal rent for starting agricultural farms on improved and co-operative basis.
 - (e) by establishing District Information Bureaus acting in co-ordination with the authorities of the local educational institutions for the benefit of those who are unable to take the initiative in regard to anything and are in need of their guidance and help.
- (2) With a view to prevent aggravation of the present state some sort of restrictions might be put by raising the standard of University examinations and by providing facilities for vocational and practical training in schools (both primary and secondary) according to local needs, and making at least one out of a selected number of technical and commercial subjects involving the use of the hand and the eye, compulsory at the school final examinations. The matriculates who will thus have some practical training, may not in future look upon all vocational training involving manual labour with so much aversion or dislike.

(3) To prevent a state of unemployment in future a great many things could be done if funds were available. I would therefore suggest the adoption of the following steps without the least possible delay. Small beginnings can be made in many directions where big enterprises not backed by necessary funds are bound to fail. With a view to give educated young men of the middle-classes who are mostly poor every possible facility and encouragement for taking to some sort of business, professional or industrial, after they pass the Matriculation or Intermediate Examinations, the Government should, as soon as possible, with the funds it can command, take the initiative—

- (i) by setting up a commercial or agricultural college and a Polytechnic Institute in the province as soon as funds are available, with a suitable number of competent Indians on the Committee of management with a view to secure the confidence and interest of the public. The Shibpur College may be extended and different branches of practical work may be added gradually until it is converted into a great Polytechnic Institute or the existing institutions may be encouraged by every possible means for the present.
- (ii) by setting up vocational and technical schools with model agricultural farms and mechanical workshops with at least a 5 horse-power electric installation in each district for giving practical training on a small scale at present in carpentry, smithy with brass work, bell-metal work, etc., as well as in applied chemistry and electricity for training our young men in dyeing, enamelling, electro-plating and other small industries. This may be taken up at once with a small outlay, and after a few years' training groups of young men will be able to take the initiative in starting manufacturing business suited to their respective districts. Loans may be advanced from the co-operative or other banks, when necessary, on their joint responsibility for repayment within a specified period.

I was waiting for a reply from the Principal and hence the delay.

No. 2114G., dated Dinajpur, the 16th June 1923.

From—RAI NIKHIL NATH RAY BAHADUR, Collector of Dinajpur,

To—The Commissioner of Rajshahi.

With reference to your memo. No. 1523-30 R., dated the 8th June 1923, regarding the problem of unemployment among the educated middle-classes in Bengal, I have the honour to submit as follows:—

The principal causes of the present state of unemployment may be thus summarised:—

1. Under the auspices of the British rule, the University of Calcutta was established thus offering facility to the middle-class Bengalis to receive English education. They could, being thus educated, find

employment as lawyers, medical men, engineers, professors and teachers in educational institutions and get other suitable employments under Government in different capacities. The education being open to all, it attracted people of different castes and social status and thus the number of middle-class educated people steadily increased. The employments being limited, all of them could not be provided and the bulk of this class now remains unemployed. Besides, there is no satisfactory arrangement for vocational training as a part of our educational system.

2. The educated people have not opportunities enough to enter some of the Railways and firms and certain Government Departments, *viz.*, Customs and military and so forth.

3. There is an inherent disinclination in the educated middle-class to take to agriculture as vocation for earning their livelihood though the country is essentially agricultural.

4. They have no means of obtaining information regarding fresh fields of employment.

5. The pecuniary circumstances of the majority of the middle-class people do not permit them to send their wards to foreign countries for education, especially on technical subjects.

The following remedies are suggested :—

I. The establishment of technical and industrial institutions in every district to teach cottage industries, etc., on improved methods and to arrange for providing the persons thus trained with the requisite small capital to start their business.

II. Removal of disabilities mentioned in paragraph 2 above.

III. The establishment of a bureau of information regarding different fields of employment.

IV. Affording additional facility for receiving education in foreign countries.

V. The formation of corporate bodies for the purpose of carrying on agricultural operations on large commercial basis that may attract the educated classes. The wider introduction of co-operative societies is necessary.

VI. Adoption of sanitary measures calculated to improve the physique of the people to make them fit for hard work.

Dated Bhatpara, the 22nd June 1923.

From—RAI SYAMA CHARAN BHATTACHARYA BAHADUR, Vice-Chairman, Bhatpara Municipality,

To—The Secretary, Unemployment Committee, Bengal.

With reference to your Cir. No. 104 U. C., dated the 3rd May, asking me to express my views on the question of the increasing number of unemployment amongst the educated middle-class Bengalis and Anglo-Indians, I have the honor to make the following observations :—

Unemployment amongst educated Bengalis, and I believe amongst Anglo-Indians also, is chiefly due to the nature of education imparted, which makes them fit to be clerks in Government and commercial offices,

and those endowed with high education aim at entering the Bar or into colleges to work as professors. But there is a limit of such appointments, and the huge number of our students coming out of schools and colleges every year, find every door closed against them, not because of their inefficiency, but because of the overwhelming number appearing as candidates. In the districts of 24-Parganas and Hooghly outside Calcutta, the jute mills have been supplying employment to a pretty large number of half-educated Bengalis and it would be no exaggeration to say, that in spite of the fact that the atmosphere of these mills is full of population, educated Bengalis for want of proper field to work on, have now been seeking for service here too, where of course their University education is of no value. The remedy lies only in the establishment of more technical and commercial schools. The remedy suggested is of course only for the benefit of the next generation. As for the immediate relief of the unemployed classes now under consideration, it is difficult to make any practicable suggestion. But I would recommend—

- (1) To stop all extension of service after 55 years of age both in Government and commercial offices.
- (2) The number of medical schools and colleges should be increased, so that young boys and middle-class men may have an independent profession.
- (3) In all big work-shops mechanical classes should be opened for the training of these boys.
- (4) Government should be asked to encourage local industry by purchasing goods locally made.

Dated Berhampore, the 22nd June 1923.

From—MOULVI EKRAM-UL HUQ, B.L., M.L.C., Vice-Chairman,
District Board, Murshidabad,

To—The Secretary, Unemployment Committee, Bengal.

Questions.

1. What, in your opinion, are the principal causes of the present state of unemployment among the educated middle-class Bengalis and Anglo-Indians?

If you consider it convenient would you kindly group the causes as under—

- (i) those inherent in the members of the classes;
- (ii) those resulting from the existing system of training and education open to the members of the classes;
- (iii) those resulting from absence of information as to any but a few well-known fields of employment;
- (iv) those resulting from the financial state of the members of those communities;
- (v) and others.

2. What remedial measures would you suggest for—

- (i) the immediate relief of the unemployed of the classes under consideration?
- (ii) the prevention as far as possible of an aggravation of the present state?
- (iii) the prevention of a state of unemployment of these classes in future?

Answers.

1. (i) Lack of energy and initiative and tenacity of purpose due to—

- (a) malaria,
- (b) hookworm,
- (c) lack of protien in food,
- (d) want of intermeddling of blood through marriage resulting in marriage within a very limited circle and resulting deterioration of the breed,
- (e) poverty,
- (f) caste prejudice.
- (ii) There is no vocational training true but training without vocation will be useless. Both must go hand in hand. Without factories, mills, etc., training in weaving and smithy will be useless. High import duties on finished goods (*e.g.*, tools); adoption of local contracts by Government and other big bodies; business companies with Government guaranteed dividend.
- (iii) Yes, *e.g.*, collieries lac-growing, fishery, etc.,
- (iv) Not much. Only it prevents journey to Europe and America for study and also it prevents big business to be started.
- (v) Shyness of capital. Comparatively big business concern also fails owing to insufficiency of capital.

2. (i) Distribution of the Railway contracts to Indian Companies, *e.g.*, Jessop, Martin, Tata, Bird, Angus, etc. Introduction of irrigation system. Education in poultry, fishery, etc., banks.

Adoption of the Tenancy Amendment Act.

(ii) Same as item No. (i).

(iii) Compulsory free primary education, co-operative societies and banks, intensive agriculture; home industries.

These will improve condition of the lower class who will be trained then to pay the luxury of the middle-class. Again as every body would become a literate no question of privilege will obstruct any of the middle-class to adopt any means of livelihood.

For Anglo-Indian specially Indian Navy is the most suitable.

Dated Calcutta, the 23rd July 1923.

From—SIR W. L. CAREY, M.L.C., of Messrs. Bird & Co., Calcutta.

To—The Secretary, Unemployment Committee, Bengal.

With reference to your letter No. 349 U. C., of the 4th May, asking opinion on the problem presented to us to-day by unemployment among the educated middle-classes of Bengal and among Anglo-Indian middle-classes and the possibility of suggesting remedial measures, I herewith forward you such views as I have been able to formulate.

I deal first with the educated middle-class Bengalis. Some of the causes of the present position are fairly apparent, such as the habit formed for many years past of giving exclusive attention in education to preparation for Government and other clerical service and preparation for a few selected professions. This has been added to to some extent by difficulties arising from caste and similar social restrictions preventing a breaking away from these traditions and the preparation for and the taking up of other callings entailing, at least at first, a certain amount of manual labour and training.

Education has I think admittedly been too much confined, both in the higher schools and also in the Universities too much to purely book learning of their own kind, cramming for examinations in English subjects which lead only to the clerical services and profession with the result that these now for some time past have been absolutely overcrowded and that young men are still being turned out in large numbers with degrees and training which fit them for no other practical work. Also a large number enter on a course of learning of this type, without sufficient means to complete it with the result that such men are not even fit to earn their living as anything else but clerks of a low grade and not fitted even for clerks in commercial work.

The lack of capital, of experience, and of tradition prevents any but a very limited number of young Bengalis striking out for themselves in smaller trades and businesses which might provide means of livelihood for very large numbers with the result that trades and businesses on a small scale have fallen into the hands of people from other provinces who largely do the trading of this nature. Although in Bengal I understand that the Bengali speaking people are over 90 per cent. of the population yet local trade has to a great extent been captured by Marwaries and up-country Hindustanis and even Madrassis.

Reduction of establishment in every direction has undoubtedly also added to unemployment in the Bengali middle-classes.

One of the chief difficulties in the way of a young Indian whether Hindu or Mussulman seems to be lack of arrangements for technical teaching in vernacular languages and of simple text books translated into these languages which might be utilised to give ideas to boys of quite tender years leading them to think on subjects to which at present the door is closed until they have been able to acquire a very advanced knowledge of English. This in case of Muhammedans is, I understand, complicated by the necessity of acquiring even more vernacular languages than their own native language as part of the curriculum of a well-educated Mussulman and which undoubtedly, if a lad is being trained with the idea of being dependent on his own exertions for his living, though later on possibly a desirable accomplishment, yet in early years for such a lad seems a waste of time.

There are also comparatively few opportunities for a Bengali, such as is frequently available to a young fellow in European countries of entering a business house at the bottom and working his way up through practical experience, chiefly owing to the comparatively small number of such business houses, or the fact that they are in the hands of other races than his own. Also the difficulty exists partly owing to the grade system which makes it difficult for an Indian, however capable and clever, to rise out of his own section of the business community into a higher grade.

As regards industries whether small or great, as I have stated above, there are still only a comparatively small number of young educated Bengalis who are willing to take on trading in industries which involve a considerable amount of manual labour at the beginning of things, although in many instances mental capacity and sufficient physique might be present, this seems to me to need the creating of a tradition such as the Europeans apprentice system and provision of scholarships and other attractions, since undoubtedly in this direction there is a useful outlet for a very large number of young men. With regard to remedial measures to be suggested for the present state of things it is very difficult to suggest much, or anything, for the immediate relief of the unemployed in the Bengali classes. A revival in trade and industry will undoubtedly find employment for a certain number of the better suited members of these classes, though even this cannot be expected to be immediate seeing that such a revival depends to a great extent on world conditions outside of India. Also seeing that retrenchment, both private and public, in every direction, is still being enforced, and must continue to be, this would seem to prevent any outlook of immediate relief in this direction.

With regard to the prevention of aggravation of the present state of things, though it may be hoped that matters are now, as regards trade, at their lowest, and that retrenchments required are now mostly in force, yet it is difficult to suggest any other practical measures for providing employment for a large number of men who at present are unable to earn a living.

Possible measures for the gradual prevention of the state of unemployment in the future can be suggested, but these entail a radical alteration in the outlook and training of the younger generation.

Some such measures are an immediate extension of technical education, either by the establishment of polytechnics, with night classes on technical subjects for those at present in ordinary clerical employment, the setting to work and financing of the University extension teaching, the provision of funds, either public or private, of more scholarships, either at the Universities or for foreign training, the alteration of the curriculum in all schools to enable it to approximate more to the commercial and modern side of English schools, the provision of commercial institutes for the training of those unsuited to technical trades and assistance in establishment of small industries. An effort should be made to bring before the middle-class population, by means of lectures and other propaganda in schools and educational centres, and advantages of a change of attitude towards the professions and Government and similar service, and the necessity for the development of individual effort in character for the earning of an independent livelihood, and the setting aside where necessary for this purpose of the restrictions of caste prejudice, and the dignity and independence of labour for its own sake.

A very practical effort in this direction is provided by the Calcutta Industrial Club at Samavaya Mansions, where it seems a great deal of all that is best in the new industrial thought and effort in Bengal as formed has formulated a very fine example of what is being done, and can yet be done, in this direction.

It is not to be expected that the Government or the State can do more than provide a certain proportion of the expense towards this object, nor is it desirable, as otherwise again independence of thought and effort may be to some extent smothered. It is however very desirable that Indian capitalists and wealthier middle-class Bengalis should be urged to make an effort to assist similar enterprises for the training of a new generation to take their full share in the development of their own country in this way.

Other suggestions which might be investigated are :—

Cottage industries—Agricultural training.

Encouragement and development of local industries.

Pressing forward of remunerative public works.

Continuation of improvement of agricultural methods and offering agricultural scholarships or other similar means of interesting educated young Bengalis to engage in the higher types of agriculture. (This was first attempted I believe in Lord Minto's time but with what success I cannot find.)

Cottage industries and further opportunities for technical education.

2. **Anglo-Indians.**—The causes of the present situation of unemployment among Anglo-Indians are in some respect similar to those among Indians, but also have their own very distinct difference. Part of the similarity is to be found in the lack of suitable training. The average Anglo-Indian education too frequently stops short, either through lack of means or opportunity, or the need to earn a living at as early an age as possible at the point at which real education should begin.

Too often the actual school education is of poorest description and insufficient to fit the Anglo-Indian boy or girl on leaving school for more than the very lowest paid and often casual work. Although this is supplemented by apprenticeship opportunities in certain industries such as engineering, mining, and one or two other directions, yet not infrequently the boy entering these industries has not even sufficient education to enable him to take advantage of the opportunities offered, consequently discouragement follows and results in frequent leaving of one billet after another, until finally he drops out into casual employment. From my own observation there is good material in every Anglo-Indian school which given further opportunities of vocation or technical training would very soon prove its worth.

There are inherent characteristics in this part of the population which frequently militate against success where individual and strenuous effort is required in early years, but I am taking these for granted in the same way as I do also with regard to the middle-class Bengali population. These are well known and do not need stressing in an enquiry of this kind, even though they must not be entirely passed over as they are undoubtedly partially responsible for the present position.

With regard to this particular time, unemployment among Anglo-Indians has been largely caused by reduction in establishments and retrenchment, many men at present being absolutely destitute, having only a few months ago been in receipt of good pay in what appeared to be permanent billets.

This condition is aggravated on the part of the Anglo-Indian as compared with the Indian by the fact that his scale of living is of a sort which requires a higher wage than that of an Indian competing for a similar post, and this is even a distinct handicap in favour of the Indian.

Then again the choice of a means of livelihood and the type of work for which he is capable is quite as restricted on the part of the Anglo-Indian by reason of his lack of business experience and specialised training.

Undoubtedly also at the moment so-called Indianisation has told very harshly against the Anglo-Indian community.

It is possible that a certain number of men are out of billets owing to lack of information as to where they might find employment but for the moment I think the majority of those unemployed, are so simply because there are not enough billets to go round. Every effort has been made by such organisations in Calcutta as the Unemployment Bureau and the District Charitable Society, and at least one other private organisation to obtain information and pass it on to those requiring it, of any likely opening for employment and I very much doubt whether just at the present any Government effort in this direction could improve upon what is being done.

Undoubtedly the tendency in the local Councils, in the Assembly, and wherever Indians at present have a controlling voice in appointments, is to wherever possible find employment for Indians at the expense of the Anglo-Indian, this is rendered easier by the fact that generally speaking a young Indian and a young Anglo-Indian of about the same age, the former, even admittedly though only partly trained, yet generally has the better education, and is in almost every case able to take a billet at a lower rate of pay, and live well on it.

Undoubtedly also Anglo-Indians seeking for employment suffer from the fact that their community is as a rule not very well to do and so not controlling very large interests, or able to assist financially to any great extent their own community.

With regard to remedial measures, the number of men requiring immediate relief is about 700 in Calcutta, that is to say those who are absolutely without any means of support and completely without means of livelihood from day to day. In addition to this, there are a considerable number of families, widows, and other dependents in the same situation.

For the men, the most urgent matter is the immediate finding of work suited to their capacity and physique. Many of these men appear willing to do work of a kind which up to now they have not considered within the range of possibility, and for some of them an attempt is being made to find employment in the mines. If this proves successful, there may be room for a considerable number of these unemployed as a permanency and thus forming a fresh outlet for the energies of the present unemployed population with the sort of educational training which they now have. Other outlets similar to this in industry should be sought for. To those among the unemployed to whom hard

manual labour is not possible an attempt should at least again be made to settle them somewhere in a Colony or small Colonies on the land for the farming of poultry or market garden produce.

A clearing camp for this purpose is in progress of formation by Mr. Rundlett and this should receive all the support required to make it a success and to settle these men outside of Calcutta temporarily, in a place where they may be housed and fed until they can be drafted off on to similar works elsewhere.

With regard to the women and children, the dependents of these men, until such time as the men can get back into earning a livelihood for themselves and their dependents, a grant might be made and a Committee appointed to provide for them in such unoccupied dwellings of a suitable sort as are available in the neighbourhood of Calcutta. With regard to other destitute Anglo-Indian women and children, that is to say children not of an age to be taken into any of the free schools or other charitable institutions, a special enquiry should be made to ascertain their actual numbers and the present private efforts might be supplemented if thought fit by a Government grant to be administered by the same Committee as suggested for the control of the unemployed men.

With regard to the prevention of an aggravation of the present state, my remarks about same under the heading of the Indian section also applies, but it is necessary that Indianisation so-called should be carefully controlled, so as not to increase the number of Anglo-Indians thrown into unemployment, or at least until some reasonable help may be found of their becoming employed elsewhere.

This added to a strong appeal on behalf of the community to all employers and to the Government to give reasonable consideration to the claims of this community in selecting men for posts might prevent any aggravation of the position.

With regard to the prevention of unemployment in the future, there always will be a certain number of unemployed and unemployables, but the immediate taking in hand of technical and vocational education, the provision of scholarships and other means such as already suggested for Indians, of real training for earning a livelihood in new directions, and the putting to work of a propaganda among the Anglo-Indian community suggesting fresh outlets for their labour, and of making known a means of training, should in a few years improve the situation materially.

Anglo-Indians have rather special circumstances to contend with such as the undoubted tendency at the present moment to sacrifice them to the needs of the Indian, the lack of wealthy men among the community to provide privately funds for teaching purposes, less initiative possibly even than is found to-day among Indians of a similar status, the cutting down of grants for schools and so forth. These should as far as possible be remedied and such schemes put into force as will give every Anglo-Indian school boy or girl a chance to fit himself for various trades and industries which at present he has very little chance of considering.

Employers of labour might well also consider giving larger opportunities for training in factories outside of Railway workshops to boys so prepared. I admit the possibility of disappointment in this direction, having experienced many, but unless for the next few years at least

these doors continue to be held open, I cannot feel, seeing that it is in many cases such a novelty to the Anglo-Indian, that we shall have really tried the experiment to its fullest possibilities.

A further question which, failing all other means, ought to be taken seriously into consideration is that of facilities for the emigration of Anglo-Indians to other countries, regarding which a good deal has been of late written in the press. It seems to me, that in view of the natural continuous increase of the Anglo-Indian community, and the difficulties under which they must continue to labour with the progress of the Reform Scheme, it would be well now to ascertain if a definite outlet could not be formed in one or two directions in countries abroad under British rule. A certain number of the community would certainly be suitable for life in other parts of the world, and some of the Colonies would be glad to take men and their families who were able to prove direct British descent, and who were possessed possibly of a trade or other technical qualification. I understand in one or two directions a commencement has been made by individual parties who I think might be appealed to as to the possibilities of further emigration in those directions. It is unlikely that the community as a whole would be able to do very much towards assisting themselves on a large scale in this way, but I have spoken to Colonel Gidney, R.M.S., about this and discussed with him and others the possibilities, and I may say that generally speaking they feel it is a real chance if it can be worked for providing a livelihood and happy surroundings for a certain number of these people.

The development of local industries might find room for some of the present unemployed in the future but this is naturally slow of development and there will always be the better educated young Indian to contend with and in many cases the Indian will have been specially trained for the particular industry.

Public Works such as canals and railways should consider *always* a definite proportion of Anglo-Indian staff for training and employment, and the tendency to Indianisation checked to that extent.

The Anglo-Indian has his definite place in the country's life and *must* be provided for. They are by their own self-interest loyal to the British ideal and to a sound stable Government and have proved this often, and the keeping alive of this attitude should be considered.

A help to this would undoubtedly be the permission to recruit companies, or regiment of Anglo-Indians, and the training they would get there would possibly produce in time a new section of the race with improved physique and ideas suited to working for a living by manual labour. Teaching of trades such as is given to the British soldier during the time of his service would assist in this.

Special branches of the services, motor transport, rifle factories and so forth might be particularly thrown open to them also.

Dated Dacca, the 23rd June 1923.

From—H. E. STAPLETON, Esq., M.A., B.Sc., Inspector of Schools,
Dacca Division,

To—The Secretary, Unemployment Committee, Bengal.

With reference to your letter No. 411 U. C., dated the 4th May 1923, I have the honour to submit the following report on the question of unemployment among the educated middle-classes in Bengal, after

consulting my colleagues, the District Inspectors of Schools and the Head Masters of Government High Schools in the Dacca Division. The report deals with the problem so far as the educated Bengali middle-classes are concerned; and though many of the observations made in the report apply equally to unemployment among the Anglo-Indian middle-classes, the subject is here dealt with primarily from the Indian, *i. e.*, Bengali, point of view. The questions are taken up in the order in which they are put in your questionnaire.

2. The principal causes of the present state of unemployment.—

(i) *Those inherent in the members of the classes.*—In considering this point the two main divisions of the Bengali middle-classes must be kept in view, *viz.*, the Hindus and the Muhammadans. As their social habits and customs differ widely from each other, the causes inherent in the two communities that lead to partial unemployment also vary. A general aversion to pursuits other than service is a feature common to both Hindu and Muhammadan graduates and undergraduates, but, while the caste system with its concomitant results is in the long run largely responsible for this national failing in the case of the Hindus, the Muhammadans are generally free from the effects of this particular cause (save in the case of the more aristocratic families where the clogging influence of the purda system is also found at its worst). The religious scruples of the Hindus are a bar to their entry into several walks of life, but the Muhammadans as a class are free from such handicaps. The latter are, therefore, in this respect more favourably circumstanced than the former as regards employment though possibly more handicapped than the Hindus as regards cost of clothing and food. Below are noted two common characteristics of the two classes from which they equally suffer—

(a) Conservatism.

(b) Sense of social dignity and an erroneous idea of what befits a gentleman. Heredity and family tradition weigh a great deal in the choice of professions.

It is difficult for any Government to find a remedy to these evils. They must be left to the communities themselves to be cured, impelled by force of circumstances and the inexorable laws of necessity. Much has been effected during the last 50 years. The work of breaking down the barriers will be more rapid in future, as of late years the cost of living has considerably increased and there is little sign of any improvement at present.

There are a few other causes also inherent in the two communities but coming under a different category, *viz.*,

(a) Want of a spirit of enterprise.

(b) Unwillingness to travel far from home. (This is alleged but I do not think it particularly operative even amongst Hindus.)

(c) Want of self reliance.

These may, ultimately, be traced to unhealthy climate, poor physique, general poverty and family burdens, the last being due in many cases (at least in that of the Hindus) to the custom of early marriage. These evils are comparatively easily preventible. A really active campaign should be started against malaria (using quindinæ instead of quinine

as preventive) and due attention should be paid in the school and colleges of Bengal to the physical side of training, encouraging outdoor exercises and manly games a hundred times more than is now the case.

(ii) *Those resulting from the existing system of training and education open to the members of the classes.*—“The existing system of education,” remarks the Head Master of the Mymensingh Zilla School, “takes away from our boys that plasticity of mind and habit which would make one look for and adopt different ways and means of livelihood and makes them more theoretical and literary than practical and adventurous and less fit for struggle in the outside world. Further, it does not take any recognition of the capacities of the boys, both mental and physical, and is apt to put everybody into one and the same groove and so the educands see only one way of earning livelihood for which they are not always quite fit”. This briefly sums up the general indictment against the prevailing system of education from the scientific point of view. Coupled with this is the criticism that the ~~present~~ system is obsolete in as much as it was devised to meet the exigencies of a by-gone transitional age, *viz.*, to turn out clerks and men for subordinate appointments under Government. The existing course is mainly cultural the product of school or college being generally fit only for clerkships, teacherships and the like.

Such a state of things was bound in the long run to create a glut in the market of clerks and teachers and the action of the University in another direction is simply aggravating the evil. The easy recognition of high schools and the low standard of pass set up are multiplying weak schools and inefficient Matriculates to an alarming extent and can only be denounced as highly prejudicial to the best interests of the country. In a recent report to the Director of Public Instruction it has been shown that the number of boys in the top classes of high schools in the Dacca Division could easily be accommodated in 130 schools instead of 247 so that there are 117 too many schools, most of which have been allowed recognition during the last 7 years. Moreover, during the last 10 years out of the 21,000 boys who have Matriculated far too many boys have endeavoured to rush on for collegiate education with a view to competing for a limited number of appointments.

A mere reduction, however, in the number of schools for general education and in that of indifferently educated youths will not solve the problem. Simultaneously with such reduction there must be started a sufficient number of technical and industrial schools and colleges to take the youth of the country into new varied and useful channels of activity and employment. The worst enemy of society and Government is want of education and ignorance. Ignorance or rather imperfect knowledge is the seed-bed of political trouble. “No education” is not the policy to be advocated but “education on useful and sound lines adapted to the varying needs of the community”.

(iii) *Those resulting from absence of information as to any but a few well-known fields of employment.*—A well equipped Information Bureau maintained by Government appears to be universally called for though it cannot be said that its want is a great source of unemployment at the present time. A Bureau of Information is certainly not required to guide the candidates for employment under Government or in mercantile firms.

Government communiques and newspaper advertisements serve the purpose fairly well. But such a bureau is a great desideratum if only to turn away the minds of educated youths from the beaten paths to new avenue of employment.

(iv) *Those resulting from the financial state of the members of these communities.*—Here also it does not appear that the alleged cause is a bar to employment in very many cases. The middle classes are of course not generally monied while a multiplicity of schools and a comparatively cheap education bring within the fold of the educated classes youths of the lower strata of society and of admittedly poor parentage. But taking a broad view of the case it cannot be said that educated Bengalis have no funds to start small business concerns like say those started by Marwari boys. In such cases it is really the will that is wanting and not so much funds. There are, however, instances in which men trained in technical arts have found no opportunity for practical work for want of sufficient capital.

Here the solution appears to lie in encouraging co-operation and multiplying co-operative banks. In the present state of the country strict Government supervision and control is a *sine qua non* of success. Joint-stock companies independent of Government supervision have not been an unqualified success in Bengal as the people themselves admit. Measures may be taken by the Government to persuade the richer classes to provide necessary capital. But there must be guarantee that capital will not be misappropriated or mismanaged.

3. **Remedial measures.**—Remedies have to some extent been already suggested in dealing with the evils. They are stated below in the form wanted in the questionnaire.

(i) *Immediate relief.*—(a) The first thought that occurs under this head is the raising of the University standard both in the matter of recognising high schools and passing candidates through the Matriculation examination. A suitable standard of pass will at once reduce the present annual output of semi-educated youths by 50 per cent. More common-sense questions and those penalising cramming are desirable. No school with less than 200 boys ought to be recognised, in order to ensure its financial stability and the appointment of a properly paid and qualified staff.

(b) The Indianisation of the Services at a more rapid rate may be a measure of immediate relief to distinguished graduates but the rank and file of the educated common people will not be greatly benefited by it. For them the measures suggested below will be more helpful.

(c) State patronage may be given freely to Indian enterprises under proper financial checks. The educated Bengali should be encouraged to start local industries at suitable places.

(d) Industrial and mercantile firms may be encouraged to take in educated apprentices in increasingly large numbers every year. Government patronage ought to be withdrawn from those that decline to do so.

(e) Agricultural colonies may be started on Government lands in the Sundarbans and elsewhere encouraging educated persons to colonise with adequate concessions. (This however postulates the granting of land at favourable rates only to people who will *actually work* on the land so obtained.)

(f) A system of state loans to cottage industries may be devised on the lines of the agricultural loans given by Government.

(ii) *Prevention as far as possible of an aggravation of the present state.*—(a) Establishment of vocational and technical schools (particularly medical schools) is an urgent need. As has been already remarked a multiplicity of indifferent cultural schools is a positive danger to Society. Different schemes of vocational education suiting the capacities and means of students should be devised and encouraged financially.

(b) New industries turning out articles now imported from foreign countries should be started being subsidised by the State, if necessary.

(c) A Publicity Bureau should be created to supply full and up-to-date information on matters industrial, commercial agricultural, etc.

(iii) *Prevention of a state of unemployment.*—A complete change in the system of training and education with a wider and more varied outlook is required to grapple successfully with the problem of employment in future. The people should on their part endeavour to bring about a change in their mentality trying to help themselves without relying too much on the State or other individuals or bodies. The aristocracy of the country has also a duty to perform at this juncture. The great landholders of Bengal should co-operate with the Government and the foreign merchants doing business in the country in securing to their educated fellow-countrymen new channels and avenues of employment particularly those that require large capital and labour.

I may add in conclusion that several of my officers appear to think that some relief will be afforded if careers could be thrown open to Bengalis in the Army, the Navy, the Mercantile Marine and the Air Force. They also claim that appointments in Bengal should be confined to Bengalis.

Dated Calcutta, the 29th May 1923.

From—J. W. PETAVEL, Esq., Polytechnic Institute, Baghbazar,
To—The Secretary, Unemployment Committee, Bengal.

I wish to place before your Committee the plan in which I am willing to help to do something immediately for unemployed Anglo-Indians and in connection with which I am anxious to have your co-operation.

The Educational Colonies plan that I have suggested for the solution of the problem of the unemployment among the *Bhadralok* can also be applied in the case of the Anglo-Indians.

We have of course in any case the same fundamental principle. Unemployment is the result of modern labour-saving machinery and methods of organisation, which enable one man to do in a couple of hours the work that used to take a whole day in the past, and thus enable one man to do the job that used to employ four men. The obvious remedy is to employ the people thrown out of work producing the necessities of life for themselves, helped by these labour-saving methods, so that they would be able to do the work in a fraction of the day, and spend the remainder of it working also in an organised way, equipping some industry for themselves—by their combined and organised labour, so that by and by they would be set up as members of a community properly constituted to produce necessities of life for itself.

But the principle cannot be applied quite as simply as it can be stated. In the first place no organisation of people that comes within the range of practical possibility could ever produce everything or nearly everything its workers want. Secondly, the number of people who are unemployed varies enormously at different times. This of course presents a difficulty that has to be properly met and arranged for.

But to cut a long story short, we can apply this principle to an exceedingly useful extent in the form of the educational colony, which Calcutta University has been studying for the last four years in all its aspects, pointing out its extraordinary hopefulness for India.

In the educational colony the work, first and foremost of cultivating the land, then of building houses, doing repair work, making furniture, cloth, clothes, tanning hides and making leather goods, and some other industries, would be carried out on a sufficiently large scale for each kind of worker to have an appropriate task; for educated people, that is to say, who have not been brought up to heavy manual labour, to do machine and "process" work, and the lighter work connected with agriculture, whilst people of the working classes—either hired labourers, or lads or men who would come to the colony for technical training—would do the heavier work.

In an organisation of this kind, the Swiss make even the people generally classed as unemployables, vagrants sentenced as such by the courts, not only earn maintenance for themselves but earn enough to have a small sum to their credit after a year or two. Such an organisation on a much larger scale, better equipped, and employing normal people, would enable them in a reasonable time to have a fair sum to their credit.

According to the different dispositions of different individuals, some would take a little money as soon as it was due to them go away and make an attempt to set themselves up in the world, or to find congenial employment, and, if they failed, come back when their money was gone, and start fresh—in that way even the least hopeful would have every chance of reaching the goal of some small ambition—others would use their opportunities patiently and systematically to attain to greater things.

Some would use their little capital to set themselves up in the colony itself, but some, again would think a humdrum life in the colony too narrow to them. An interesting possibility would be for such people to form themselves into partnerships and start branches of their industries in a town. Then, the family remaining in the colony, where they would live under the best and most economical conditions, the children helping in a systematic and organised way, the partners could go in turn to the town branch, taking their wife and perhaps one child with them. Arrangements could be made in the colony for care of other children during brief periods when both parents would be away. As time went on, such people, according to their taste and inclination might either gradually transfer their main activities to the town and spend more and more of their time in it, or retain permanently their colony branch.

The colonies we may assume would be in climatically good places so that there would be enormous advantages for family men to work permanently on this rotation plan.

Another plan would be for two men to take same appointment or billet between them, going away in rotation week or month or three months about in the manner described above.

There are a very large number of billets in which this could be done quite well and would have distinct advantages from the employers point of view

Living under thus the most economical conditions, they would be able to save money to develop their little business until by and by it made them independent of salaried appointment.

At present there is a large class of people who are entirely dependent on "service", the educational colony would give us a class of people with whom service would be a means to an end, and then there will be employment of that kind for all who want it.

But now we are confronted with the fact that, despite the wonderful success attained by the Swiss organisation on that plan, that makes tramps and vagrants self-supporting, and enables even them to earn a surplus, and despite the propaganda that Calcutta University has been carrying on for the last years in favour of an extended application of the principle, and despite also the fact that the most eminent authorities in the world have said that we ought to be energetically extending its application, people are not coming forward with their necessary money, so, whatever the possibilities may be they are not being realised. The Prince of Wales has written to the Honorary Secretary of the Association formed in Great Britain for the propaganda of this idea. Mr. Lloyd George has written twice expressing great interest, prominent economists and educationists in all parts of the world have written expressing the hope that India, with the special facilities she has, will give a useful example. Doubt remains, however, in people's minds as to whether the facilities, if afforded, necessarily at great expense, would be adequately used, so the money is not forthcoming.

What is wanted, therefore, is that a few energetic and intelligent young men should come forward and make a start, without waiting for the equipment and machinery, working simply as hardy pioneers without its help, and when they had shown their earnestness they might confidently hope that people will come forward to equip their educational colony better and that in that manner a really useful practical example might be given.

People realise well enough that very great things might be done along these lines for the solution of the problem of unemployment, and that this represents about the only practical thing there is to do that would be of real and permanent value. It is therefore well understood that we ought to be trying; that is why so much attention has been given to the matter in the Press of late. But the scepticism towards any new idea that makes people hesitate to unite their purse-startings is the great difficulty to be overcome.

We have reached now the position in which a plucky little band of pioneers might render services of incalculable value, in overcoming this final difficulty.

Calcutta University has, without any exaggeration, drawn the attention of thoughtful people all over the world to the matter. Many long articles have appeared in the *London Times Educational Supplement*, and in prominent publications both in Great Britain and other countries, showing very clearly indeed that a band of pioneers coming forward now to lead the way would certainly not be working in obscurity; it would be more correct to say that, owing to the great propaganda that is being carried out by the University of this city in favour of educational colonies

they would be coming out "into the limelight", in a way that would be practically useful. That is to say, if they showed their earnestness and determination to pioneer a great work, enough money would soon be forthcoming to make their effort yield really useful fruits.

We have had examples of men of education who would not be beaten by adverse circumstances, taking a plot of land near the towns, and earning their living by cultivating things for market, when they failed to get any employment in the usual occupations of their class.

It would be immensely easier for a dozen acting together than for an individual acting alone. Setting themselves to carry out the plan that has been suggested and studied in the University with such conspicuous success, they would be doing work that anybody might be proud of taking a share in.

Some suitable land has already been offered within reasonable distance of Calcutta, but the question of healthiness of the colony must, of course, receive careful consideration.

Many similar plans are in contemplation that would help to make the colony a success, as explained in the pamphlet that accompanied by letter on the subject of the *Bhadralok* we intend to develop a country branch of our school, and to promote the establishment of such branches. There is also a plan to develop a garden suburb. It could be arranged that if the colony developed, helped by various plans, the pioneers would enjoy the increment values of their holdings. If a suitable place can be secured for the colony near the river, it is proposed to make arrangements to go to and from it by motor boat—which we have already—so as to develop it as a place people will go to for a river trip and where they will also be able to get accommodation for a night or week end, this might bring customers for produce to the spot.

If an appeal is made for pioneers signed by some prominent citizens there should be no difficulty whatever about getting together a few young men who would embrace the opportunity of making a living under conditions that would be attractive to young men of grit, and would give them the chance of substantial reward for their labour and the satisfaction of pioneering a great effort.

What I suggest therefore is that a good appeal should be made for volunteers and I myself should be very glad to take any part I could usefully in helping this pioneer venture.

Dated Calcutta, the 22nd June 1923.

From—S. N. BANDO, Esq., Messrs. Bando & Co., 3, 4, 5 & 6, Hare Street, Calcutta,

To—The Secretary, Unemployment Committee, Bengal.

I have been invited to express my opinion on the question of unemployment of educated middle-class Bengalis and Anglo-Indians. This very question has been engaging my attention since the year 1918. My position as an industrialist has given me much facility to come in touch with the middle-class people and my desire for improving their position has made me enquire about the real state of things. What I have seen is simply appalling. Like so many other horrible crimes in India this is also a crime going practically undetected. A few generous people and some newspapers indeed raise their voice from time to time but they have

failed to produce any effect. The position is turning from bad to worse. Though the financial condition of the cultivators and the masses also requires much improvement the condition of the middle-class people is worse than that of all other sections of the community. The average earning per head of the educated middle-class people is Rs. 30 per mensem and with that sum they have to maintain their social position. To their utter misfortune even that class of poor employment is not available now. Door to door they go abegging only to meet with disappointment everywhere. Those only who have given patient hearing to their prayers and circumstances have got an idea of the possible nature of the want. There is a large percentage sitting idle and practically half-starving. Every year thousands of boys are sent out from the University with degrees but there is hardly any demand for their services. The University outturns were in the past generally consumed by the foreign mercantile firms. The Government offices and the Bar, etc. Foreign firms have already established themselves and very few new hands are necessary. The Government is overburdened and the recent retrenchment has thrown large number of middle-class people out of employ. The Bar is over-crowded, this noble profession has become most ignoble in many instances. So we have come to a stage when new openings are necessary. We find that most of the articles consumed in the country in which intelligent labour is necessary are imported from abroad. That means, we purchase educated middle-class labour from outside boycotting that of our own middle-class people. If the following articles which are consumed in the country are manufactured locally, we could save a considerable amount of money year after year :—Sugar, tobacco, cigars, cigarettes, boots, shoes, leather goods, iron and steel products, cutlery, hardware, brass, copper and other metal goods, railway materials and rolling stock, glass ware, carriages, motor cars, cycles, chemicals, drugs, medicines, textiles materials, yarns, paper, soap, polishes, inks, matches, oil cloth, tar, toys, etc. All necessary raw materials for these are available in our country so the major portion of the savings would have been distributed amongst the middle-class people. The raw materials we export give employment chiefly to the cultivators and non-Bengali middle-class people. Educated middle-class Bengali has very little part in it. If half the portion of the exported raw material is converted into manufactured goods, we can get large field for the middle-class. In all countries we find the shipbuilding and shipping industries are much encouraged by their respective Government. The inland and coastal trade is practically reserved for the sons of the soil. And in this branch alone we can find employment for a very high percentage of our unemployed brethren from the educated middle-classes. These are the chief factors by which we can solve the problem. There is also some room for educated middle-class people in agriculture. Agriculture in this country requires much improvement and this can only be done by combining the intelligence of the middle-class people with labour of the cultivators.

Unfortunately the present position is so miserable that individual attempt by the middle-class people will not be able to do the needful. Government help and combined strength of the whole people are absolutely necessary now. There are many difficult factors to be solved before we can get the desired result.

The education imparted at present in our University is totally unfit for the work, at least it is not suitable to the people of India to stand in the life's struggle. It is neither in keeping with the traditions of the Indian nation and these are great factors for both national and individual existence. I feel and believe that by disregarding this natural desire

and tradition our education has become dry, unpalatable and has failed to produce the desired effect. The present system of education and training may give tolerably good result to a nation with no tradition or with different tradition. What I emphatically desire and like to impress is that Indian tradition must be fully respected in all systems of education and training, either technical and scientific, of arts or of literature. Never dream that a particular technical knowledge is the cause of improvement of a particular man or nation. I have seen good doctors, before prescribing any medicine to a patient, enquiring not only of the constitutional tradition of his family, but also regarding nature, mentality, habits, etc. So in introducing a new system of education and training for the country we should keep a strict eye on the tradition and constitution of the people. Mere copying will not produce good results. Want of sufficient accommodation for training is also keenly felt, so with improved system of education large accommodation for training in technical subjects is to be provided so that students may equip themselves with the morals, accomplishment, training and informations necessary for the Indian to keep his heart, brain, and physique in good and natural order. With the introduction of a new suitable system of education the Government and the people must encourage industries by the people of the country to make fields for them. The imports are to be discouraged by heavy taxation and encouragement to be given to Indian industries by purchasing all our requirements from the country even at a sacrifice at the start. Mere lip-deep sympathy and resolution will do but little good. If the recommendations of the Store Committee be honestly carried into effect much needed good would have been done by this time. I shall not deal here in detail various ways and means of encouraging industry of the country. If India Government is to raise a large amount of loan and if it ultimately becomes a burden to the Indian taxpayers still it is imperative that it should be done at once. It will not only bring prosperity to educated middle-class it will improve all sections of the people and the amount will soon repay itself. When our existence is at danger it must be done at all costs if the Government and the people are not totally callous of their welfare. Want of money and cheapness of foreign goods are mere hollow pleas. In the middle of the 19th Century the British Government and their people with the help of the East India Company and subsequently of the Indian Government encouraged British shipbuilding industry by purchasing ships from England in preference to Indian built ships which were equal if not better at practically 5 times the then current Indian rates. When the very English people can afford to do so much for their own country is it not reasonable for us to expect after a century and half of loyal service to them to get a small support from them with our own money and at our own risk. It is to be noted that sufficient encouragement can also be given even without much new expenditure and investment by Government. The immediate steps that I should suggest are—

- (1) A statement be made out of all foreign articles consumed by the Government, Municipalities, Port Trusts, District Boards and such other public bodies, showing quantity and rates for the last three years.
- (2) The expected consumption of future years.
- (3) On the basis of the above statement a price be fixed for each of the articles for Indian manufacture. The price must be fixed for the beginning as high as possible. Quality must be passable.

- (4) Copies of statement with samples of goods are to be kept in public places.
- (5) The Indian public is to be invited to manufacture all these articles at the fixed price and as per sample, offering them fixed order for at least 5—10 years. The principles for fixing a proper price may be determined and settled before-hand where it is not desirable to have a fixed price for a commodity over a long period.
- (6) Financial help to the extent of 50 per cent. be given by the Government as loan on suitable rate of interest to people who can find the balance of 50 per cent. Gold reserve fund may be used for the purpose.
- (7) The present Department of Industries be equipped with suitable experts to guide and help the manufacturers with necessary advice whenever wanted by the manufacturers. All information regarding manufacture, raw materials, and foreign prices, etc., are to be provided also by the Department.
- (8) Government may appoint auditors for checking accounts of firms who have received advance from them but unnecessary interference to be safe-guarded. Subsidy or considerable increased price is also to be offered for the manufacture of articles, viz., locomotives, engines, boilers, ships, motor cars, high class machinery and scientific instruments, etc.

If the above step is honestly accepted and acted upon within a year the economic problem of the whole country with that of the middle-class will be found solved to a great extent. The importance from the Indian point of view will be much increased if in pursuance of the policy set forth above the above statements with samples are exhibited in the coming Indian Exhibition.

Dated Calcutta, the 23rd June 1923.

From—F. E. JAMES, ESQ., O.B.E., General Secretary, Calcutta Young Men's Christian Association, Calcutta.

To—The Secretary, Unemployment Committee, Bengal.

1. Causes of present state of unemployment among middle-class Bengalis.—(1) *Causes inherent in the members of the classes.*—The educated middle-class Bengalis belong to the class of rent receivers of Bengal, i.e., from a very remote period they have been dependent on the income obtained from land and as the soil is very fertile this income used to furnish them with an easy and ample means of livelihood. In course of time, however, with the increase of population and the rise of prices even for the necessities of life, they were unable any longer to meet their requirements and were obliged to take to other means of employment to eke out an existence but their dependence on the income of this fertile land had meanwhile made the Bengali character easy-going and indolent.

With the British rule came the permanent settlement in 1793. This was a great advantage which the landlords of Bengal secured but it only helped to undermine their capacity of hard work all the more.

Thus it has been engrained in the Bengali character to avoid hard sustained work. The Bengali lacks a combative spirit such as is engendered and fostered by a struggle with the forces of nature for the means of livelihood. Besides being easy-going and indolent they became in consequence impractical and sentimental and these circumstances have developed in them a theoretical and literary bent of mind.

There has also been the caste system which has made it difficult for the educated middle-class who mostly come from the higher castes to break away from the tradition of their caste. It will be observed that even to-day the *Sehas* and the *Banias* (who are low caste) are all well-to-do people because they have not given up their hereditary occupations of trade and commerce and are not therefore exclusively confined to intellectual or literary careers.

(2) *Causes resulting from the existing system of education.*—It will be noticed that the University is turning out four times as many graduates as there is room for having regard to the nature of their pursuits. Only about 10 per cent. of the graduates turned out yearly get Government service. Other avenues have therefore to be opened up for them.

(3) *Causes resulting from absence of information as to any but a few well-known fields of employment.*—Owing to the fact the Bengali *Bhadralok* has not pursued commercial and industrial careers to any large extent, there is very little information available for those who desire to do this. Moreover, the fact that in non-Indian commercial firms the openings for Bengalis are very few, and that in Indian concerns the principle of open competition for vacancies is too often sacrificed to domestic or caste considerations, has resulted in making such careers an entirely unknown quantity to the average Bengali.

(4) *Causes resulting from the financial state of the members of those communities.*—The commerce and industry of Bengal are held principally by Europeans and Marwaries. From the financial point of view, the Bengali is far behind. There are very few, however, who are in a position to take up large financial interests and to put money into the establishment of industries. When you have taken away the Europeans, the Marwaries, the Bengal zemindars, and the few successful professional men, there is only left the *Bhadralok*. Of these there are very few indeed who have had the opportunity to make good in commerce or industry. They do not possess the financial resources which would render them independent of the help of others for suitable openings and beginnings.

II. Remedial measures.—There is no immediate solution to this situation. Immediate relief might be given by the establishment of an agricultural colony, of industries financed by Government, or the immediate opening of avenues of employment in Government service, commercial firms, industrial concerns, etc., which are now closed to the Bengalis.

These are however only measures of relief, and as such will not get to the root of the trouble. The following is a summary of some of the remedies suggested:—

(a) The throwing open of such avenues of employment in the State as are now closed to educated Bengalis. For example, the Army, the Navy, etc.

(b) A certain amount of vocational training should be included in the curriculum of every school from the beginning. For example, the examples of some of the schools in the Madras Presidency where each student has to do so many hours vocational training a week, might be followed.

(c) Practical courses in industry and commerce should be given in connection with the University.

(d) The Bengal Chamber of Commerce and the National Chamber of Commerce should be definitely approached with a view to their providing opportunities for Indians to be admitted in various commercial firms, both Indian and non-Indian, to responsible positions.

Technical training as approved in business firms is one of the most crying needs, and unless such training is open to the Bengali, he will never be able to turn to commerce and industry for a career.

(e) Technical schools are absolutely necessary and there should be a central Technological School in Calcutta with several branches for technical training throughout the province. The Government should encourage in the meantime all existing institutions which train for technical work.

(f) Pioneer industries should be supported by the Government. Facilities for the grant of capital might be given by State banks on proper securities.

(g) The establishment of agricultural colonies on co-operative lines as tried in Ireland and Switzerland, should be experimented with, Government possibly giving a certain amount of initial help.

There are undoubtedly difficulties which are inherent in Bengali character as stated above, and it may easily be said that the problem is a psychological one. It is by no means entirely so, however, and if the present conditions in Bengal were changed along the lines suggested above, there would be a very rapid change also in the attitude of the Bengali towards industrial and commercial and other pursuits in which he does not at the present time show any great enthusiasm.

Dated Calcutta, the 24th June 1923.

From—H. W. B. MORENO, Esq., Honorary Secretary, The British Indian People's Association, Calcutta,

To—The Secretary, Unemployment Committee, Bengal.

Causes of the present state of unemployment among the educated middle class Bengalees and Anglo-Indians with suggestions as to remedial measures to meet the present situation, as also to prevent its aggravation or recurrence in future as far as possible.

Causes.—(i) *Those inherent in the members of the classes.*—(a) A false sense of dignity which the members attach to office and administrative work requiring literary qualifications.

(b) Disinclination of these members generally to accept manual work.

(c) The idea that a literary education at a local University is the only road to progress and advancement in society. This idea is especially encouraged amongst Bengali Hindus by the marriage dowry system.

(d) The general physical deterioration of the people of Bengal (Anglo-Indians and Indians) owing to climatic influence, disease and poverty, all of which act and react on one another.

(ii) *Those resulting from the existing system of training and education open to the members of the classes.*—(a) the unpractical character of the present literary qualifications as provided by the existing schools and colleges without dilution with a course of manual and business instruction, the defects being pronounced by inducing a feeling of helplessness in any domain other than literary.

(b) A lack of conception as to the importance of a practical course of training and absence of provision therefor under the present system of education.

(c) Excess of supply over demand in teaching, clerical, administrative and in other learned professions

(iii) *Those resulting from absence of information as to any but a few well-known fields of employment.*—Vide (c) under (ii).

(iv) *Those resulting from the financial state of the members of these communities.*—Inability of parents in the majority of cases to pay for adequate literary, technical and technological education and to start their sons in business.

(v) *Those resulting from other causes.*—(a) Lethargy.

(b) Want of character.

Remedial measures.—(i) (a) and (b) Official and social recognition of the dignity of labour in every possible way, namely—

(1) by enfranchising the labouring classes;

(2) by allotting votes to them and by reducing the standard of the franchise so as to take them as voters;

(3) by the opening of technical and agricultural institutes;

(4) by the holding of industrial and agricultural exhibitions especially in village centre; and

(5) by the encouragement of indigenous products by a larger purchase of them wherever available.

(c) Social boycott of higher education except in the case of wealthy people.

(d) Co-operative movements.

(ii) Compulsory combination of manual and business training with literary curriculum in the primary for agricultural and industrial workers, as also in secondary and University education, thereby enabling the passed students to have the advantage of some suitable form of manual or business training.

Establishment of technological institutes and their co-ordination with secondary and University education.

Recognition generally of the principle that a son should ordinarily follow his father's profession in the case of Anglo-Indians and Muhammadans; reaffirmation of "Barnasram dharma" in the case of Hindus, the highest kind of education being open to all caste peoples (barbers, sweepers, tailors, potters, cultivators, etc.) in technological work; official disavowal of literary training in highest and most desirable type of education.

(iii) *Vide* remarks against (c) under (ii). Restriction of higher literary education by the levying of a higher rate of fee, maintaining scholarships for poor and really deserving students and the encouragement of apprenticeships for boys and girls from the age of 14 in communication with commercial, industrial and trading firms.

(iv) Encouragement of the principles of co-operation by the establishment of a network or co-operative societies, resulting in the institution of scholarships, factory and firm schools, educational colonies and business apprentices.

(v) (a) Establishment of free primary schools and compulsory education up to the age of 14 by legislation.

(b) Extension of social service work, cinema shows of educational and moral value, play-grounds, sports, clubs, associations, reading rooms and amenities designed to provide elevating recreations.

N.B.—Details and further information may be added if evidence is taken.

Dated Bhadreswar, the 26th June 1923.

From—W. D. BRUCE WATT, Esq., Chairman, Bhadreswar Municipality,

To—The Secretary, Unemployment Committee, Bengal.

In reply to your letter No. 73-U.C., dated 3rd May 1923, I have the honour to observe as follows:—

The principal cause of unemployment among the educated middle-classes in Bengal is that in most cases clerical or professional employment is desired in preference of technical or manual work. This applies more to Bengalis than to Anglo-Indians, the latter usually being willing to take up any occupation.

The result is, of course, that the supply of clerks, doctors, pleaders, etc., is greater than the demand.

The system of education at present in vogue in Indian schools seems to be too general and academic. More attention should be paid to vocational training.

The absence of information as to any but a few well known fields of employment is, we think, responsible for a good deal of unemployment, more specially among Anglo-Indians, many of whom could doubtless find work in the less known fields, if they knew how to train themselves for it, and in what quarter to apply.

The financial state of most of the members of these communities is such, that while they are able to give their boys a fair education, they cannot afford to keep them long after this is finished, and it is therefore necessary that the boys should endeavour to find, at once, employment sufficiently lucrative to enable them to support themselves.

This means a rush on those posts for which no special training is required, resulting in overcrowding and unemployment.

It is difficult to suggest measures for the immediate relief of unemployment but the establishment of unemployment bureaux might help to bring some, at least, into touch with suitable work.

A remodelling of the system of education is, however, required, if unemployment among the educated middle-classes is to be minimised in future, information as to various, at present, little known fields of employment should be given to the boys themselves while still at school, as well as through the daily papers, or other suitable agency, for the use of parents.

The training given in schools should be such as to fit the boys for their work in after life, and a larger number of industrial and agricultural institutions should be started, where more advanced and specialized instruction could be obtained at a minimum cost.

Dated Jessore, the 25th June 1923.

From—**BARU BIJAY KRISHNA MITRA, B.L.**, Chairman, District Board, Jessore,

To—The Secretary, Unemployment Committee, Bengal.

(1) (i) Physical weakness, timidity, want of self-help, want of self-reliance, want of co-operation, want of power of organisation, love of ease, aversion to manual labour, ridden by caste and other social evils. Mind imaginative and less realistic.

(ii) Merely theoretical practical side almost overlooked. Producing aversion to manual labour and leading to destroy common sense and making oneself unfit for taking any bold initiative or for any real work. Mainly dependent upon Government and other services in the subordinate positions.

Total absence of industrial training and education on the modern lines.

(iii) Not known.

(iv) Prevented from embarking upon big industrial and commercial undertakings.

(v) Want of political freedom.

2. **Remedial measures.**—(i) Opening up the doors of the military to the natives of the Province.

(ii) Making facilities for industrial and commercial training of the people.

(iii) Opening up more Railways, making works of agricultural improvements, etc.

Dated Old-Malda, the 28th June 1923.

From—**BARU SATISH CHAND AGARWALA**, Chairman of Old-Malda Municipality,

To—The Secretary, Unemployment Committee, Bengal.

With reference to your letter No. 179-A., dated the 4th May 1923, regarding the problem of unemployment among the educated middle-classes in Bengal and requesting for an expression of opinion thereon, I have the honour to inform you that the subject was discussed in the meeting of the Municipal Commissioners on the 24th instant last and the result of the discussions may be enumerated as follows:—

That the causes of the present state of unemployment among the educated middle-classes in Bengal are many of which those inherent in the

members of the classes are lack of energy and want of enterprising spirit. Unlike the Marwaris the Bengalis are ease-loving and try to remain contented with small earning if secured with least trouble. Hence they generally join the Bar which is growing crowded day by day or seek an employment, and the consequence is that many are left unemployed. Those who have sufficient capital to start a business in which many educated men may be employed find it more convenient to invest their money in Government or other secure securities than to run a risk in some uncertain but more profitable industrial or commercial business. The existing system of training and education has been multiplying to the number of the unemployed though it is checked to some extent owing to the starting of a few technical schools. Their contact with the Western civilisations have made them luxurious and the maxim of "plain living with high thinking" does not find a place in their hearts. Naturally, therefore, they dislike village life and ancestral business and try to secure a job for their livelihood in the town; failing which, live an idle life longing for a service at some future date.

The above being the principal causes for present state of unemployment I would humbly suggest the following remedial measures:—

The University education playing a great part in the above subject it is necessary that higher college education should be open to meritorious students only. The students of ordinary merits should be given an opportunity to learn such a practical training as will enable them to start some profitable home industry in their place of residence.

2. Village life should be encouraged and villages should be organised. There should be arrangements for good roads, pure water-supply, and proper medical aid.

3. Technical and medical schools should be started in every important district. Owing to want of proper funds sufficient medical schools have not hitherto been established but if the Government, considering the cheapness and utility of the Homeopathic treatment, which is rapidly growing popular, direct their attention to this subject, cheap medical aid may be available in villages with great advantage in much less time.

Dated Burdwan, the 28th June 1923.

From—BABU BANWARI LAL HATI, Secretary, Bar Association, Burdwan,

To—The Secretary, Unemployment Committee, Bengal.

With reference to your letter No. 555 U. C., dated the 14th of May 1923, I have the honour to state that the said letter and the questions appended thereto were considered by the members of the Bar Association.

The Association is not aware of any real grievance about unemployment among the educated middle-class Anglo-Indians at the present moment; their number, if any, is very few and their percentage is almost negligible in comparison with that of the educated Bengalis of the same class.

Having considered the questions appended to the letter the members of the Association express the following as their opinion:—

Question 1.—(i) and (ii) The educated middle-class Bengalis are accustomed to adopt as their profession, Judicial, Executive, Educational and other services, clerkship and other career involving literary work, as

also profession of medicine, engineering and law. For about a century they have been doing so and have thus incapacitated themselves from adopting commercial, technical or other careers.

Services and other literary works are not available in Bengal sufficient to meet the requirement of the large number of students that every year come out of the University.

As regards services there is another difficult question of the *domicile restrictions* prevailing in the neighbouring provinces. "Behar is for Beharis" "U. P. is for U. P. men", but Bengal is for all.

As regards medicine, the field is too narrow. Application for admissions to the Medical College and schools are generally *four or five* times the number of seats actually available for admissions thereto.

Engineering does not fare better.

An abnormally large number of boys, therefore, yearly go for the legal profession. But the same has already been overcrowded.

(iii) It is not so much the absence of information as to the various other fields of employment as the system of recruitment by nomination coupled with domicile restrictions, in various institutions in the Provinces other than Bengal, which prevents the unfortunate Bengali boys from getting admissions thereto.

(iv) Financial stringency is, no doubt, one of the causes which prevent a large number of Bengali boys from taking to commerce and industry.

Question 2.—With regard to question 2 the members of the Association do suggest the following remedial measures:—

(i) Domicile restrictions in Provinces other than Bengal, as noted above, should be removed at once and the system of recruitment by nomination should be substituted by a system of recruitment by open competition, irrespective of caste, creed and race or nationality, so that the Bengali boys may find a wider field of employment in careers peculiarly suited to their talent and habits of life and this will prevent the aggravation of the present state of unemployment in future. If domicile restriction be not removed from the other provinces, Bengal should be reserved only for the Bengalis.

(ii) More Medical institutions may be opened for giving accommodation to a larger number of boys, seeking admission thereto.

(iii) The Army and Navy may be thrown open to the children of the soil.

(iv) Sufficient number of institutions may be started at State expenses for training up Bengali boys for commercial and industrial career.

(v) Industries may be opened at State expenses or subsidised by Government in which employment may be given by competitive examination.

Dated Calcutta, the 29th June 1923.

From—The Agent, Bengal-Nagpur Railway, Kidderpore,

To—The Secretary, Unemployment Committee, Bengal.

With reference to your letter No. 522 U. C., of 9th May 1923, I beg to state for the information of the Committee, appointed by the Government of Bengal to investigate the problem of unemployment among the

educated middle-classes in Bengal, both Bengalis and Anglo-Indians, that on the Bengal-Nagpur Railway on the 31st March 1923, there were in the service 58,927 employees made up of—

Europeans	..	..	657
Anglo-Indians	..	..	1,184
Indians	..	..	57,086
Total	..	..	58,927

This number embraces all classes employed on the "Open Line" both Superior and Subordinate.

2. There were no appointments that were unfilled on that date for want of qualified candidates.

3. The causes of the present state of unemployment in Bengal can, therefore, be attributed to an over-stocked market and not to any action on the part of the Bengal-Nagpur Railway.

4. Number of applicants seek daily for admission, the majority of whom are suited for employment on a railway in some branch or other, but all have to be refused on the ground of "No vacancies".

5. With regard to the particular causes of unemployment specified in the Questionnaire attached to your letter on which you have invited my opinion, I would reply as follows:—

(i) *Those inherent in the members of the classes.*—With regard to Anglo-Indians and Indians now in service on this Railway, it cannot be said that they possess qualities which militate against their employment.

(ii) *Those resulting from the existing system of training and education open to the members of the classes.*—Among the educated middle-classes there is a want of well-qualified men with a mechanical training due in some measure to the better educated lads not possessing the inclination to start life in subordinate positions or to take up work requiring physical energy.

(iii) *Those resulting from absence of information as to any but a few well-known fields of employment.*—The field of employment on Railways is well known but unquestionably one gains the impression that the general run of applicants have few ideas as to possible sources of employment outside Government and Railway Service.

(iv) *Those resulting from the financial state of the members of these communities.*—It is possible that technical education and training cannot be availed for want of funds—more especially in the case of Anglo-Indians.

(v) *Others.*—No remarks.

6. You further ask what remedial measures I would suggest for—

- (i) the immediate relief of the unemployed of the classes under consideration.
- (ii) the prevention as far as possible of an aggravation of the present state, and
- (iii) the prevention of a state of unemployment of these classes in future.

With regard to (i) I regret that for want of vacancies on this Railway I am unable to offer any relief to the unemployed, and as regard (ii) and (iii) I would strongly recommend that Anglo-Indian and Bengali lads be urged through the Principals of colleges and schools to take advantage of the mechanical training advocated in Government of Bengal, Department of Agriculture and Industries, Industries, Resolution No. 30-T.—Ind., dated the 10th June 1921, and that, in the case of educated lads who are prevented by financial circumstances to undergo apprenticeship for a number of years, the Government of Bengal or public bodies be asked to award scholarships tenable during the period of training to meet the cost of class books and instruments.

Dated Calcutta, the 30th June 1923.

FROM—RAJA RESHEE CASE LAW, C.I.E., M.L.C., President, Unemployment Committee, 96, Amherst Street, Calcutta,

TO—The Secretary, Unemployment Committee, Bengal.

I have the honour to acknowledge receipt of your letter No 633 U. C., dated the 28th May (5th June) last, asking for *inter alia* the opinion of the Committee of which I am president, on a plan for relieving poverty and unemployment among *Bhadraloks* in Calcutta, by establishing industrial and agricultural colonies, in suitable places near the city in which some will work and earn and others will be trained.

The selection of a suitable place, though difficult on account of malaria, is not impossible. It has also been suggested that if necessary a place might be taken at a considerable distance on the river communication being established by country boats towed by a motor launch—which we have already—. This question will have to be carefully considered after a full survey of the situation.

Meanwhile stating the position in general, there seems to be a strong consensus of opinion among those who are offering suggestion to the Committee, that the only remedy to the sufferings of the middle-classes is by work on the land, in a very inclusive sense of the term, including all the industries and occupations directly connected with cultivation making a second string to their bow, as suggested in the Report of the University Commission, Vol. VII, p. 18; my Committee was formed to study ways and means of putting that suggestion to practical test and hence that the Government Committee has referred specially this matter to it.

The communication I have received from the Government Committee is, with its enclosures, a very long one, but I am giving you the following summary asking for the favour of your support.

In general terms, then, there are many industries, including market gardening and cultivation generally that, if established near Calcutta, with the promise of good public support, would be sure of success if properly managed. There are many *Bhadralok* young men willing to invest some small capital in an industrial or agricultural enterprise if they could be assured of success. We must form them into a colony obtaining substantial promises of support for them which of course can be easily done in a city like Calcutta, when once we have got the public interested. Secondly, expert help and assistance, which we can also give

them easily if they are grouped together in a colony, and thus we can give them the opportunities of success that is all they ask before investing their money.

Now it will be generally agreed that nothing could be more useful than to give such young men every opportunity and every help to do what is from every point of view the best thing, and it can be done in this simple way.

Such a colony, moreover, would open up educational possibilities that should receive full consideration, and that might also contribute to an important degree to their success. The communication I have received from the Government Committee and also the report of the Calcutta University Commission seem to lay its main emphasis on these educational possibilities.

Unemployed young men without capital should also be induced to go to the colony daily as apprentices, both in cultivating land and in industrial work. They would be able to earn at once simply by bringing produce home with them in the evening so great is the difference between the cost of production and the market price of produce in Calcutta that they would consider the gain sufficient. Soon, however, the labour at suitable kinds of work leaving the roughest and the heaviest work to people of the labouring classes would have some value and they would be earning fairly whilst getting a useful training.

2. Young men joining the organisation would be able to feel that they were opening up prospects for themselves, because, though there may be no demand for clerks, there is a demand for young men combining some education with practical experience, and that demand is likely to increase.

To encourage young men to take up this useful training, it is proposed to ask people who have morning or evening tutorships or other part-time employment to reserve it for such youths. To some extent also in certain billets, especially perhaps educational, two young men wanting to work in the colony might be given a whole-time billet between them working in it in alternate days, week or months as might be convenient, spending the off day, week, or month in the colony. In that manner one billet might give employment to two people instead of one.

In the above way it seems that one shall be able not only to induce young men to join as apprentices but to induce those who have a little capital to invest in some enterprise and to come to our colony where they will enjoy unique advantages, earning enough to live on from the salary alone before their industry pays.

Thirdly, it is proposed to have in a proper proportion, of course, school-boy apprentices; the school boys would spend the day in the colony, or possibly spend the day and night returning the second evening, and would give part of their time at their class work and part at colony work. The boys also would be able to earn something as distributors by taking produce home with them in the evening, and by and by, something as producers also. It is hoped thus to show the way to a much better, more practical and very much healthier system of education that we have at present.

3. Now this is a plan that has been very carefully studied since it was put forward in the report of the Calcutta University Commission. Sir Asutosh Mookerjee has declared it to be the only plan anyone

believes in for the solution of this problem. The Government Committee has evidently held a favourable opinion, as evinced by the fact of its having sent the answer, it has received, to my Committee for consideration. I hope, therefore, that you will kindly help us by giving us your careful opinion.

People would help by taking small interest bearing shares of perhaps Rs. 10 value each to help the colony financially.

Dated Rangpur, the 30th June 1923.

From—S. K. HALDAR, Esq., I.C.S., Collector of Rangpur,

To—The Secretary, Unemployment Committee, Bengal.

With reference to your letter No. 206 U.C., dated the 4th May 1923, regarding the problem of unemployment among the educated middle-classes of Bengal, I have the honour to give my opinion as follows.

2. The principal cause of unemployment among the class referred to above is that nearly all the members of that class go in for appointments under the Government, Municipalities, District Boards and mercantile offices and for the two professions of law and medicine. These appointments and professions can absorb only a very small proportion of the large number of young men who come out of the Universities every year. These young men hang on in hopes of employment till about their thirtieth year when they become disillusioned and unfit for any other field of activity.

Two remedies suggest themselves to me. In the first place, if *all* appointments under the Government and Municipal bodies are filled up by open competitive examinations, the majority of these young men, who are conscious of their intellectual limitations, will cease to remain in hopes of employment and will try to make a living in some other way. There are enormous possibilities in Bengal of earning one's living by agriculture, trade and commerce. I give example. I learnt the other day from a very reliable authority that the value of the annual jute crops of Bengal in the hands of the peasants is about 5 crores; the value of the same crop in Calcutta is about 30 crores. Of the middlemen, who earn these 25 crores, few, very few are Bengalis. The reason is that the Bengalis prefer a sure income as a Government servant to the uncertainties of trade and commerce. Agriculture and artisanship are looked down upon. But once the young men come to realise that no amount of patronage or luck will bring employment to them, they will have perforce to turn to agriculture and trade; and in a fertile and rich province like Bengal, they are sure to be able to earn a living income in these pursuits. Those who will unsuccessfully go in for examinations for employment under Government will know at an early age that they will have to turn to other spheres of activity. Discontent and disillusionment, so common among the educated Bengalis will tend to disappear.

The second remedy would be to open a Bureau of information as to the various existing ways of earning a living. At present, there is practically no source of information on this subject.

Unemployment is a vast problem and I may be unduly stressing only one aspect of the case which has struck me forcibly. But I have personally seen hundreds of young men wasting some of the best years of their life

in a vain search for some salaried post under Government or Municipal bodies. I have been approached by these men for certificates to help them in securing employments. With the optimism of youth, they overlook the fact that the supply is infinitely greater than the demand and waste six or seven years in their vain search for appointments. Then they get disillusioned and discontented and declare that there is no justice in India because men with equal or inferior "qualifications" got the jobs which they failed to secure. The system of open competitive examinations will decimate the number of seekers after salaried posts and will be a positive blessing to them.

I am afraid I cannot offer any remarks regarding unemployment among Anglo-Indians.

Dated Calcutta, the 30th June 1923.

From—K. M. PURKAYASTHA, ESQ., M.A., Secretary, Indian Mining Federation, Calcutta,

To—The Secretary, Unemployment Committee, Bengal.

I am directed to refer to your letter No. 32 U.C., dated the 3rd May 1923, in which you invited from the Indian Mining Federation an expression of its views regarding the question of unemployment as it exists to-day among the educated middle-class Bengalis and the Anglo-Indians. The Committee of the Federation are for obvious reasons not in a position to speak usefully on the subject in so far as it affects the Anglo-Indians. In the paragraphs, therefore, which follow they have strictly confined their remarks to the case of the educated Bengali community.

2. The most important factor which has determined the present economic situation of the Bengali middle-class is the system of education in vogue. It gives a training which is entirely literary and does not qualify young man for those professional or technical careers which alone can prevent unemployment under modern conditions of life. As Montagu-Chelmsford report puts it "from the economic point of view, India has been handicapped by the want of professional or technical instruction; her colleges turn out number of young men qualified for Government clerkships, while the real interests of the country require, for example, doctors and engineers in excess of the existing supply. The charge that Government has produced a large *intelligentia* which cannot find employment has much substance in it". (*Vide* page 119.) Such a position, however, is by no means an unforeseen or surprising development of the educational system. In a modern economic community where states has been replaced by competition the distribution of wealth is rigidly determined by the productivity of labour; for such service as Government clerkship whose economic value is so small, there is a definite limit to the possibility of remunerative employment or any employment at all. Unfortunately, the authors of the English education in Bengal lost sight of this important fact in introducing a system of purely literary teaching and unfortunately still more, Government in course of the next eighty years made no attempt to rectify the mistake originally made. The charge brought against Government seems fully justified that their sole concern in devising an educational system was to turn out the ranks of capable and drudging clerks. The true educational needs of a community in equipping its members

for the economic struggle of life seem to have weighed little with them. The traditions of industrial skill were not absent from Bengal and if proper industrial training were given to the Bengali young men, there is little doubt that Bengal could boast to-day being the seat of a flourishing industry, run by Indian skill and Indian capital. But a forward policy of economic development through proper training of the children of the soil is what Government has practically avoided so long. The East Indian Co., assumed power in a period when the mediæval order of life in Bengal was fast breaking up but a few industries survived even in that age of decadence. It is, however, well-known that far from trying to encourage these industries, everything was done to stamp them out. Leaving this aside, the fact remains that the education hitherto imparted to the people is wholly out of accord with their real economic needs. It was devised specially to supply recruits for Government services and now that, this inelastic field of employment can no longer absorb further recruits, the country is naturally faced with the problem of unemployment.

3. But the cause of the present economic hardship in the middle-class life is not entirely educational; in fact a large part of the responsibility must be acknowledged by the class itself. Firstly, there is among the educated Bengali community the craze for service, particularly under Government employ. It is no doubt a fact that the Bengali middle-class supplied even in the Mahamudan days the personnel of the administrative machinery and the tradition of service has struck so deep a root in the middle-class character as practically to make them averse to independent careers in life. The strength of this tradition is found to-day in the overwhelming craze for what are considered as comfortable clerical positions under Government or private employment, even on the part of those to whom a more remunerative career is open in the field of business and commerce. There is, generally speaking, a repugnance against such a career. Of late there has been a partial diversion of young men from the field of general education to the technical fields but even when young men receive such education, they do so not for an independent start in life but to resort to service. The inevitable result has been that to-day whether in the ordinary fields of life open to a recipient of general education or to technically qualified young men, there is not a single field which is not crowded. Secondly, an aversion to manual labour has been a marked feature of the character of the Bengali *intelligentia*. As Calcutta University Commission observes "tradition has forbidden men of literate classes to take part in practical occupation, and long abstinence has probably bred among them a certain incapacity for practical calling". (*Vide Commission's Report*, page 25, col. 1.) The force of this tradition though relaxing to-day to a certain extent has accentuated the tension of an already otherwise acute economic situation. If the middle-class would take to careers involving physical labour in increasing numbers, the workshops and farms would have absorbed a large number of young apprentices from the middle-classes. Another factor inherent in the middle-class character which has contributed to aggravate the problem of unemployment is the preference for a few well-known profession. In the early years of English education the legal profession, for instance, drew a large section of the educated community of this province but to-day even when this profession like some of the others is absolutely crowded, the young average Bengali graduate still clings to pitch his ambition on the success of a legal career. The fact can hardly be disputed that hitherto

the educated young men of the province have moved along the set-rut of the Government service and of a few other well-known occupations, but the time has now come when the new generation of educated young men must adjust themselves to new conditions by evolving new avenues of life.

4. In examining the problem of middle-class unemployment some facts of the middle-class social life have also to be taken into account. The institution of joint-family as also probably the custom of early marriage have both contributed to accentuate the struggle for existence for a large number of young men. Cases have occurred where owing to these circumstances a young man at the start of his life has found himself so embarrassed as hardly to find adequate scope for the fulfilment of his ambition. He is often compelled to restrict his choice of career or is handicapped in pursuit thereof. It is not, however, the intention of the Committee of the Federation to pronounce decidedly on the general merit of such an institution and custom of so long a standing but nevertheless they are here painfully constrained to remark that economically these social conditions have proved unfortunate.

5. Besides the educational causes, the causes inherent in racial character and causes of social origin which have been dealt with in the previous paragraphs there are other causes of unemployment no less a weighty character of the problem. A very regrettable fact from this point of view has been the domination of the business and commercial life of Calcutta by the European interests. This has naturally militated against a free and easy absorption of the children of the soil into these fields of employments. It is well-known that Indian young men have not been freely entertained by Europeans in responsible capacities and even those who are entertained have not received sufficient facilities for future preferments. A possible remedy of the problem of unemployment might also be argued to be lying in a system of emigration. As a matter of fact, this has never been tried in any appreciable scale; but the well-known facts of the treatment of the Indians abroad are of so disappointing a character as it can be safely presumed that such a remedy will not be resorted to. A melancholy feature of the economic life of the country which may also be mentioned in this connection is the fast process of rural decadence. As the process of decadence is going on from year to year, the middle-classes are finding it increasingly impossible to live in villages. The result is that a section of the community who used to earn their living in the seclusion of village life are deserting their rural homes, abandoning the old agricultural and other pursuits and are flocking to the city adding to the struggle for existence. Whether it is possible or not is a different question, but could the villages be reclaimed there is little doubt that a section at least of the middle-classes which have now deserted home might be restored to their original avocation in rural homes.

6. In the foregoing paragraphs an attempt has been made to enumerate and examine some of the principal causes of the problem of the middle-class unemployment. It would be seen from the very nature of the causes themselves that it is impossible to offer any cut and dried solution of this problem. The factors that have contributed to the creation of the present economic situation are probably too deep-rooted in the social and economic life of the people to admit of a prompt and speedy remedy. It is only when the middle-class themselves become conscious of the true character of the situation that any improvement can be expected.

Dated Darjeeling, the 30th June 1923.

From—F. W. STRONG, Esq., I.C.S., Deputy Commissioner,
Darjeeling,

To—The Secretary, Unemployment Committee, Bengal.

With reference to your letter No. 181 U. C., dated the 4th May 1923, addressed to the Chairman, District Board, and No. 210 U. C., dated the 4th May 1923, addressed to the District Officer, asking for my opinion as regards the causes of unemployment among the Anglo-Indian and Indian educated middle-classes in Bengal, I have the honour to state that I am replying to both letters together after consulting various gentlemen of my acquaintance.

2. As regards Anglo-Indians I quote *in extenso* the reply of an Anglo-Indian gentleman of good position and much experience, as his views appear to me very sound:—

“There is at present a great deal of unemployment among this section of the community. Some of it, I think, is due to the commercial and industrial conditions of the moment. These conditions will pass. What is serious is that the Anglo-Indians are rapidly sinking—if they have not already sunk—into a condition of chronic pauperism. The earnings of the average Anglo-Indian are not sufficient to enable him to meet his needs. In all but a rapidly decreasing number of lines he cannot compete economically with the Indians, and generally he is not considered capable of taking the place of the imported Britisher. The average Anglo-Indian married young and in many cases he finds himself saddled with children whom he cannot afford to educate. Confronted with difficulties he does not square up to them but is apt to try and relieve his pain by indulgence in self pity. He has never been allowed a chance. He cannot fight fate so he drifts into debt and hopelessness. A year or two more in school would give his son or his daughter a good start, but he cannot afford it, and so the children are taken away from the school before they are equipped to face the world.

The Anglo-Indian is face to face with a hard world which is not going to give him any more chances than those which he can win for himself. If the community is not to sink lower, it must be hardened up. One of the contributing factors to this development must be the schools. The education of the domiciled community is a ‘reserved subject’ but the money has, I understand, to be voted by the Legislative Council. Unless the European school system is not only maintained but also developed, nothing can save the Anglo-Indian community. Government would do well to realise this and to reflect on the danger to the body politic which a degraded community of pure or mixed European decent would constitute. The splendid work which has been done for the domiciled community by religious bodies is above dispute. But all denominational school systems have their drawbacks. The schools of the various denominations compete and the prejudices of parents are thus pampered. In Bengal there are, I believe, only two Government schools for the domiciled community—those at Kurseong. It is to be hoped that nothing will be done to hamper the development of these schools. It is to be hoped also that Government will do all in its power to make the education in European schools practical, and to bring it into line with the best openings for the young men and young women of the community. This involves school system which admits of easy access to institutions of higher education, especially in connection with

engineering in all its branches and the training of teachers and secretaries. In spite of present difficulties the commercial future of India is bright and in the industrial development of the country there is an important part for the domiciled community to play."

3. As regards Indians—

Question 1.—(i) The caste system and orthodoxy amongst the Hindus limit the occupations which a young man can take up. Amongst many Hindus it is considered derogatory to dissect dead bodies, deal in hides, leather, forbidden meat or food, or work in connection with conservancy, trenching or burial grounds, while middle-class Hindus seldom take kindly to any occupation involving manual labour. These prejudices are, as a result of various causes, gradually weakening, but it will be a long time yet before the Hindus becomes as free in his choice of an occupation as the European. Caste restrictions do not, of course, affect Muhammadans but the Hindus example does to some extent and the Muhammadans in Bengal is, I think, little more inclined towards occupations involving manual labour or looked upon as degrading than the Hindu is. Bengali national characteristics do not appear to lend themselves much to success in commerce or industry. This seems to be in part due to a want of co-operation, organization and above all mutual trust amongst members of the middle-class. The traditional method of employing one's surplus capital was to invest it in land or lend it at interest and it is the only recently, I think, that Bengalis have begun to invest in shares to any considerable extent. Now without capital commerce and industry cannot flourish, and unless Bengali capital is freely invested in indigenous enterprises Bengalis can hardly expect to find commercial or industrial employment on an extensive scale. On occasion fathers of sons seeking for employment have complained to me of the difficulty of getting employment other than clerical in European commercial and industrial concerns in the country. But where the capital invested in the business is entirely or largely European it is only natural that the better paid appointments should be reserved for Europeans.

4. A serious contributory cause of unemployment among educated middle-class Bengalis is early marriage. Till the latter adopt the European custom of discouraging a young man from marrying till he has found suitable employment and has the means to support a wife and family in reasonable comfort, they will, in my opinion, never be able to tackle the question of unemployment effectively. In the British Isles a man rarely marries before 25 and commonly not before 30, while in Bengal a man of the same class commonly marries between 16 and 20. The latter generally marries on prospects more or less shadowy and frequently he and his family become a burden on his relatives. Now the knowledge that he has a wife and family to support is not an aid to a young man seeking employment. It restricts the field of his endeavour, and frequently compels him to accept unsuitable or ill-paid employment because he must obtain some sort of work at all costs and does not like to go far afield in search of it leaving them behind. Moreover, the anxieties attendant on marriage and fatherhood distract a young man from giving his whole mind to his work when he found it, as it is very necessary he should do if he is to rise in his business or profession. Where the family is poor early marriage is also liable to impair the quality of the children. The latter are affected by their environment and poor feeding and the want of proper educational advantages in youth are more than likely to reduce a young man's chances of obtaining suitable employment in later life.

(ii) The gentlemen whom I have consulted lay stress on the unsuitability of the present system of education as a means to employment. Undoubtedly the present system of education is too academic in character, and above all it is too cheap.

In England a University degree is not obtained without considerable expense, and middle-class people of small means cannot afford to send their sons to the University unless they have the brains to get scholarships in open competition, and so pay in a greater or less degree for their own higher education. As a result the number of candidates for the professions, in which a degree is essential, is limited, and the poor man's son who succeeds in entering one of these professions generally has brains and is likely to rise in it.

In Bengal, on the other hand, state assistance has reduced the expense of a University career so greatly that almost any one can afford to send his son to a University. The result is the annual outturn of a very large number of graduates, mostly with literary qualifications, who flood the professions for which their education fits them, *viz.*, Government service, the Bar, etc., leaving a considerable residue, who having failed to get into the professions they are fitted for by their training, are fit for little else and become a drag on the labour market.

Institutions where vocational training is imparted, such as engineering colleges, medical colleges, etc., are few in number and it is not easy to get into them. So for one young fellow who becomes a doctor or engineer there are perhaps a dozen who follow an academic course in their studies with a view to entering Government service, the Bar or some similar profession.

(iii) The absence of information as to likely fields of employment apart from Government service, the Bar, etc., undoubtedly contributes to unemployment among middle-class Bengalis.

(iv) Considering the large sums spent annually by the state and by local bodies in aid of middle-class education, I am not inclined to hold that poverty is an important cause of unemployment among middle-class Bengalis.

(2) As regards remedial measures, it may be that some good might be done by diverting State aid to a large extent from the universities to vocational institutions such as engineering colleges, medical colleges, etc., and by offering scholarships admitting to a course of study in such institutions or for studying commercial and industrial methods overseas. Such scholarships should be openly competed for and should not be bestowed by nomination as is now generally the case. The remedy is, however, only partial, as a large number of the young men who take up a vocational course of training now, do so in the expectation of getting a post in Government service or under a local body and failing this find difficulty in obtaining employment at all. Mr. Gandhi, when he deplored the dependence of the average middle-class Indian on Government and advocated self-help, was talking sense, though his methods of putting his principles into effect were open to question. The educated middle-classes in Bengal are too dependent on State aid and it is a deplorable fact that, without the assistance of the State or local bodies or both, the majority of the middle-class schools and nearly all the hospitals and dispensaries in Bengal, not to speak of the Universities, would collapse. In England the State lends little assistance to the Universities or to middle-class schools, which derive their income from private endowments and from fees, while the hospitals are

almost entirely dependent on public subscriptions and donations. Paying its way in the matter of education and medical treatment is no bad thing for a community and encourages a spirit of independence. I believe that if the more well-to-do classes in Bengal were to come forward to endow and support schools and charitable institutions, and if the fathers of families were willing to pay reasonable fees for the education of their sons and daughters and reasonable subscriptions towards medical relief, instead of posing as paupers, the character of the middle-classes would be raised and strengthened, and the sons and daughters of the community would be more able to face the world and hold their own when the time came. Moreover, the State would have more money available for the special measures necessary to combat the plagues from which the community suffers and which have so damaging an effect on its general health and character, I mean malaria, dysentery, hookworm, etc.

Above all what is wanted to provide adequate employment for the young men of Bengal is capital. The commercial and industrial development of Britain, America and other successful countries of the world was founded on capital, and the capital was not provided by a few millionaires but by the people themselves. Capital breeds capital, and a millionaire becomes such by use of the capital provided by many people of moderate means. The Bengali middle-class is not too poor to invest its savings in commercial and industrial enterprises, not to speak of agricultural development, instead of lending the money on mortgages, etc., and until it does, the field of employment for its young men is bound to be restricted. Where the capital invested in a business is largely European, as is the case with most of the large business concerns in Bengal and I believe many of the Railways, it can hardly be expected that Indians will be given a preference over Europeans in the matter of better paid appointments, which are indeed comparatively few in number and carry a considerable burden of responsibility.

If adequate employment is to be found for the educated middle-class in Bengal not only indigenous commerce and industry but indigenous agriculture must be developed with the aid of Bengali capital. Bengal is a fertile province and agriculture is, in a sense, its principal industry. Develop agriculture by improved methods of cultivation and proper treatment of the soil, and commerce and industry are likely to develop *pari passu*. The bulk of the educated middle-class in Bengal are interested in land as rent receivers, but interested in agriculture they are not, and systematic attempts by landlords to improve the quality of their tenants cultivation of the soil are almost unknown. Here again Government is left to do the work, and the young man trained at an agricultural college, generally largely at the expense of Government or a local body, is dependent on Government for employment and has little chance of getting work from a private landowner, however large his estate or comfortable his income may be.

I must apologise for the delay in replying to your letter and for the rather crude style of my reply. There was some delay in getting answers from the gentlemen consulted. Indeed several never replied at all. The subject is a very big one and to answer your questions properly would require much time and careful enquiries, as well as considerable thought, and I am afraid the time at my disposal has only permitted of my dealing with it in a rather empirical manner.

Dated Comilla, the 3rd July 1923.

From—BABU UPENDRA MOHAN MITTER, M.A., B.L., Chairman of Comilla Municipality.

To—The Secretary, Unemployment Committee, Bengal.

In reply to your letter No. 160, dated the 4th May 1923, I am desired by the Municipal Commissioners to make the following observations:—

2. The cause of the unemployment is mainly due to the existing system of training and education open to the members of the middle-class Bengali and Anglo-Indian. Mere literary training is quite inadequate to give employment to the members of the classes.

3. There is nothing inherent in the members of these classes so as to render them unfit for employment. Nor is unemployment accountable for the absence of information with regard to fields of employment. Financial state of the members of the classes is to some extent responsible for unemployment but this is negligible.

4. In order to prevent the aggravation of the present state and the prevention of a state of unemployment of these classes in future, provision for scientific and technical education so as to make the members of the class fit for employment in spheres other than literary is essentially necessary. Theoretical education is of no avail.

5. No progress is possible unless the State comes forward to encourage industries in the country by financial assistance.

Dated Alipore, the 3rd July 1923.

From—A. C. DUTT, Esq., Additional District Magistrate, 24-Parganas, Alipore,

To—The Secretary, Unemployment Committee, Bengal.

The short time at my disposal did not permit me to study the question of unemployment thoroughly, specially in the light in which the answers are wanted. My remarks below apply to middle-class Hindus:—

The principal causes of unemployment in my opinion are—

(i) (a) Indolence due to climatic influence, making people lethargic and indisposed to work.

(b) Evil effects of the joint-family system for which several members otherwise fit for work will do nothing but live upon the earnings of one or two of the family.

(c) Present caste system, which having engendered a false idea of dignity, deters people from doing many common works, which they are otherwise quite competent to do.

(ii) Want of proper training or education in respect of industrial work or trade. The present system of education is not suited to the requirements of the country. What is wanted is technical, industrial and commercial education which alone can save a nation.

(iii) I have nothing to say.

(iv) To a large extent this unemployment is due to the financial state of the members of the community. The abject poverty to which the middle classes are being reduced is due to sundry causes:—

(1) Early marriage.

(2) Prohibitive marriage expenses and other expenses incidental thereto.

(3) Increased cost of living and education.

- (4) General unhealthiness in Lower Bengal which is eating at the vitality of the people and thus preventing them to devote their full time and energy to work.
- (5) Luxury which is surely but imperceptibly finding entry into each household.
- (6) Want of capital to embark on any sort of enterprise.

The problem of unemployment is too complicated to be dealt with easily. I can find no remedial measure which may afford immediate relief, many of the points referred to above are connected with religious and social matters any interference with which will be seriously resented by many people, who are extremely conservative in these matters. The only remedies I can suggest are—

- (1) Spread of technical and commercial education.
- (2) Creation of village societies and village defence parties for improvement of village sanitation, general education and thus fostering the idea of self-help and mutual co-operation.
- (3) Greater facilities for medical aid in the rural area.
- (4) Encouragement by Government to all sorts of village industry and where there is none, to set up some sort of industry, e. g., rope manufacture, mat making, weaving, carpentry, pottery, poultry or cattle-breeding, dairy business, horticulture, improved agriculture.
- (5) Starting of co-operative credit societies in almost every village or group of villages and thereby affording financial help to the village industries and manufacturers.

Dated Khulna, the 5th July 1923.

From—RAI AMRITA LAL RAHA BAHADUR, Chairman, District Board, Khulna,

To—The Secretary, Unemployment Committee, Bengal.

Report of the Select Committee appointed by the District Board at its meeting held on the 25th May 1923 to consider and report on letter No. 129 U.C., dated the 3rd May 1923, from the Secretary, Unemployment Committee, Bengal.

The Committee sat on two days.

On 25th May 1923.

PRESENT :

- (1) Vice-Chairman, District Board, Khulna,
- (2) Babu Rash Behari Sen,
- (3) Maulvi Shamsur Rahman,

On 8th June 1923.

PRESENT :

- (1) Vice-Chairman, District Board, Khulna,
- (2) Babu Rash Behari Sen,
- (3) Babu Biswa Nath Nandi,
- (4) Maulvi Shamsur Rahman.

REPORT.

We have considered letter No. 129-U. C., dated the 3rd May 1923, from the Secretary, Unemployment Committee, Bengal, inviting the

opinion of the Board on a questionnaire appended to the letter relating to (1) the causes of the present state of unemployment among the educated middle-class Bengalis and Anglo-Indians and (2) The remedial measures.

We beg to offer the following opinions and suggestions:—

Having no special knowledge of the Anglo-Indian life we are unable to deal with the question from their point of view and our opinions would not affect them.

1. **Causes.**—(i) *Those inherent in the classes.*—(a) Indolence due to climatic conditions and also to the plenty in which they easily lived before the foreign exploitation commenced and consequent lack of initiative. The impact of foreign contact has been too heavy for those lazy middle-classes and a large number of them need employment.

(b) Want of free thinking and freedom of action due to continued subservience to foreign domination and consequent lack of initiative in finding out new fields of activities required under the altered circumstances due to the advent of western civilization and new standard of living.

(c) The occupations of the people of the higher classes are being steadily encroached upon by the people of the lower classes but not *vice versa* on account of inherent incompetence and vanity of the former, the inevitable result being the present state of unemployment among the middle-classes.

(ii) *Those resulting from the existing system of training and education open to the members of the classes.*—(a) Want of sufficient scope for practical technical education, e.g., industrial, agricultural, etc., and absolute want of military and naval training is leading to overcrowding of a few professions or occupations, very little enthusiasm for other employment and few adventures in foreign countries.

(b) Luxury without adequate earning and living above one's means is another effect of the present system of education which is radically opposed to the very simple system which was prevalent in this country.

(c) Abandonment of one's own hereditary profession and encroachment on those of others is mainly the result of the present system of education and training.

(iii) *Those resulting from absence of information as to any but a few well-known fields of employments.*—Lack of adventure and running after a few well-known occupations only.

(iv) *Those resulting from the financial state of the members of those communities.*—Want of capital and of big industrial undertaking.

(v) *Others.*—(a) The most important are—

(1) the rapid extinction of indigenous industries under foreign competition and

(2) the inability of the land tenure system to supply the necessary means to meet the increasing cost of living with the advent of western culture.

(b) System of marriage, i.e., early and improvident marriage, i.e., one becomes heavily encumbered before he begins to earn.

(c) Several pernicious social customs, e.g., dowry system, compulsory expenditure on certain ceremonial occasions, etc.

(d) High prices and increase of population without increase of openings for earning.

(e) A large number of posts and great variety of occupations being reserved for people other than those of the soil.

(f) Monopoly and practical monopoly of certain trades and industries by people of other countries.

(g) The openings for the Indians in foreign countries being extremely limited while the people of those countries having wide field of exploitation in this country.

2. What remedial measures would you suggest for—

(i) *The immediate relief of the unemployed of the classes under consideration.*—(a) (1) Intensive establishment of industrial, agricultural and other institutions on co-operative basis among the middle-classes and settlement of Government lands with such bodies.

(2) Rapid Indianisation of all the services including the military and naval services.

(b) Immediate establishment of equal treatment of the Indians all over the world with the free nations of the world.

(c) Abolition of monopolies.

(d) Immediate opening of State-aided industrial undertakings in suitable centres throughout the country for the benefit of the children of the soil.

(e) Establishment of free trade along with (d) with all countries.

(f) Raising of the minimum taxable income for income tax to Rs. 3,000.

(ii) *The prevention as far as possible of an aggravation of the present state.*—The same as above.

(iii) *The prevention of a state of unemployment of these classes in future.*—The above and taking gradual and effective steps to uproot the causes by legislation, education, propaganda and other measures.

Dated Calcutta, the 6th July 1923.

From—K. R. BOSE, Esq., Principal, Central College, Calcutta,

To—The Secretary, Unemployment Committee, Bengal.

1. **Causes of unemployment.**—(a) *Those inherent in the members of the classes.*—A sort of constitutional or rather hereditary aversion to certain forms of useful and lucrative employment in which manual work plays a prominent part, such as agriculture, carpentry, smithy, tailoring, dyeing and cleaning, machine-repairing, etc., etc. Even a superficial observer of the social and economic conditions of Bengal of the present day will be deeply impressed with the superiority of the labouring classes in point of their means of livelihood and even of affluence, to the so-called *Bhadralok* and *Sahelbolk* middle-classes of the country.

(b) In the existing system of education in the country, technology seems to occupy quite an insignificant place. It is very largely literary and scientific in the theoretical sense of the term. It is almost laws, principles, theories, and hypotheses from the start to the finish, and as such, is least conducive to the development of the practical side that can alone make for the economic welfare of the two great communities.

(c) A deplorable dearth of information as to the improved means and appliances for working the wonted fields of employment, as also, the hitherto unexplored regions of work has also operated in the direction of aggravating the mischief.

As peoples peculiarly conservative in their habits and modes of thinking, they have been tenaciously clinging to the old order of things in great detriment to their vital interests as members of civilized humanity.

(d) As a rule, the overwhelming majority of the educated middle-class Bengalis and probably Anglo-Indians are notoriously poverty-stricken, living from hand to mouth, and in many cases, living beyond their means. Young men coming from such houses can hardly be expected to hold their own in the present day struggle for existence, viewed in all its bearings.

(e) *Other causes.*—Certain social and socio-religious customs and observances, especially in country life, such as matrimonial and obsequious or funeral ceremonies, have to be performed under the pressure of uncultivated and misguided public opinion on a scale too costly for the attenuated resources of the persons concerned very often eventuating in their being stranded in unredeemable debts and liabilities.

2. **As to the remedial measures.**—(i) and (ii). The State policy of retrenchment ought to be modified to the extent of avoiding overworked staff as much as possible which would necessarily make room for new employments; as the educated young men of the present day are by virtue of their culture and improved modes of thinking very much after individual ventures on a scale, however small, in trade, business and other avocations in life, steps should be taken to finance these schemes of theirs under a charge of very moderate interest on the security of those trades, or business themselves.

(iii) The existing system of education in this country should be supplemented as well as reformed by the inauguration of small technical institutions throughout the country, both at the primary and the secondary stages in the school and the college respectively. Training in theoretical sciences in our schools and colleges should be so far improved and modified as to render it possible for them to go hand in hand with some sort of practical work that can make for the amelioration of the present financial plight of our educated middle-class Bengalis and Anglo-Indians. It occurs to me that there is a great dearth even at the present day of good educational institutions for the Anglo-Indian community in Calcutta, and probably in other towns and districts of Bengal.

Dated Calcutta, the 23rd July 1923.

From—BABU RANGLAL TAJURIA, Honorary Secretary, Marwari Association,

To—The Secretary, Unemployment Committee, Bengal.

I am directed by the Committee of the Marwari Association to acknowledge the receipt of your letter No. 25 U. C., dated the 3rd May 1923 forwarding for the opinion of this Association a copy of the questionnaire drawn up by your Committee and, in reply, to state as follows:—

In connection with their business in Bengal, the Marwari merchants and traders come in close contact with the Bengali people of all classes

but not with Anglo-Indians. The answers of the Marwari Association to the questionnaire necessarily therefore relate to the Bengalis only.

One of the main causes which have contributed to bring about the present state of unemployment is the existing system of education in the country. So far as the information of my Association goes the idea underlying the introduction of English education in this country was to provide facilities for the educated people to take up all kinds of intelligent careers to earn a decent living and this is what the Government also advocated in their despatch on the subject. But this idea has not yet been translated into action and the activities of the University of Calcutta are still restricted to the imparting of cultural education only, which opens to the educated people only a few small and narrow fields of employment. These fields have long been overcrowded; but, finding no other field open to them, the educated young men are still flocking to these fields in increasing numbers every year. The University has not made proper provision for the commercial, technical or industrial training of its students. Further, the industrial concerns owned by Europeans do not train up Indians either for responsible and important positions in those concerns or for an independent industrial career. The indigenous industries of the country have been killed, and so the educated young men have no means at their disposal to qualify themselves for an industrial career. In their eagerness to obtain the one-sided education of the University the Bengali people have neglected even the inland trade of their country and necessarily it has passed into other hands. Few Bengali youngmen can now learn trade in the firm of their fathers or any other relatives. This field of employment is thus almost closed to them. The medical profession is still undermanned and so also is that of the Engineer. But the existing facilities in the country for medical and engineering educations are very limited and only a few students can go in for these careers every year. So, after finishing their education either in the school or in the college under the present system, the Bengali young men find that practically they have no suitable field of employment open to them.

The educated Bengalis do not labour under any difficulty for want of information as to the fields of employment open to them. But their difficulty is that at many places the doors are closed against them. They are eligible for appointment only to a limited number in the higher branches of the services. Young aspirants to posts in many of those branches must study and pass competitive examinations in England. Apart from the difficulty of age-limit, considerations of religion and expense prevent many from going to England. Besides, in several departments, under some unwritten law, even the higher clerical appointments are reserved for non-Bengalis. Then, as has been pointed out above, in the absence of training they find there is no room for them in the higher branches of service in commercial or industrial concerns either. Bengali young men now go to Europe, America and Japan in large numbers for commercial, technical and industrial education; but on their return home they find that even such foreign training is not always a sure passport to appointment to responsible positions, as European owners or managers of commercial or industrial concerns, under the impulse of their own nationalism, generally give preference to their own countrymen.

Living, as most of the middle class Bengali people do, on the small income derived partly from their ancestral landed property and partly from employment in the clerical services in Government and mercantile offices, their financial position is necessarily very unsatisfactory. The

unwisdom of depending solely on service on small salaries or on a few acres of undivided land, cultivated either by hired labour or in partnership with a cultivator, and the need of entering into the wide fields of trade, commerce and industry have been fully realised by the middle class Bengalis, but want of capital acts as a serious drawback in their way. The big landlords and successful lawyers and doctors, who are in a position to provide the capital, dare not put their money in the hands of untrained and inexperienced persons; and even when a youngman with a good practical training wishes to start a commercial or industrial business he finds it difficult to raise sufficient capital, partly because of the poverty of the people and partly because of the fear, which is shared by the rich and the poor alike, of the ultimate collapse of the undertaking owing to powerful foreign competition. This fear naturally leads even the successful lawyers and doctors to invest their money in land and the poor middle class people also follow their example in a small way. But investment in land does not result in improvement of the industry of agriculture and whatever capital there is in the Presidency thus practically remains buried in land.

The situation is one of grave difficulty which calls for the immediate adoption of measures calculated to ensure relief and prevent aggravation. It is difficult to suggest measures which will bring about immediate relief, as relief is not possible so long as the causes are not thoroughly removed. In the first place therefore all restrictions against the educated Bengali people entering the higher branches of service under the provincial government should be removed and the qualification should be only education and character and not race or creed. In the Railways also, this should be the guiding principle. The menial staff also, such as porters, pointsmen, etc., should be composed of Bengalis. The police force of Bengal should be entirely manned by the children of the soil. The military and naval careers also should be thrown open to them. In the second place, every necessary step should be taken to encourage the people to go in for trade, commerce and industry by providing for efficient technical, commercial, agricultural and industrial education by granting State aid, both direct and indirect and in every possible way, and by preventing foreign competition and foreign exploitation. The University should no longer restrict its activities to imparting cultural education but extend them to commercial, technical, agricultural and industrial training also. The Railways, the mercantile firms and all other industrial and commercial concerns should be under an obligation to train up Bengalis and Indians resident in the Presidency for the higher posts, now filled up exclusively by Europeans, so as to enable them in course of time to start business on their own account, if they so desire. Banking facilities should be provided by starting Industrial Banks like those of Germany and Japan which finance both commercial and industrial business on easy terms. Government should patronise indigenous industrial and commercial concerns by purchasing their requirements locally, even if it entails some sacrifice, and by granting subsidies and cheap loans. For starting industrial concerns the condition should be that at least 75 per cent. of the capital should be contributed by, and three-fourths of the members of the directorate should be composed of Bengalis and other Indian communities, and dumping of foreign goods should be strictly prohibited. Special care and attention should be directed to the development of cottage industries. In all industrial countries, where mills predominate, the existence of vast wealth side by side with distressing poverty is the common spectacle that meets the eye. The industrial

development of India should therefore be guided on such lines as would prevent this state of things. The development of agriculture should also be encouraged in every possible way, for agriculture is the mainstay of several other manufacturing industries, and the educated middle-class people should be encouraged to take to agriculture on improved methods.

These, in the opinion of the Marwari Association, are the measures necessary for the solution of the problem of unemployment in Bengal. The Association is aware that these measures cannot be enforced in a day and the solution of the problem is therefore a question of some time. But no time should be lost unnecessarily in adopting these measures, as with the lapse of time the problem will grow more serious.

Dated Khulna, the 26th July 1923.

From—D. GLADDING, Esq., I.C.S., District Magistrate, Khulna,
To—The Secretary, Unemployment Committee, Bengal.

Please refer to your letter No. 195-U.C., dated the 4th May 1923, asking for my opinion on the causes of unemployment among middle-class Bengalis and Anglo-Indians in Bengal, and for suggestions as to remedial measures.

2. I have no opinion to express as regards the Anglo-Indian Community. As regards middle-class Bengalis, I am unable to persuade myself that there is an "unemployment problem" at all. Unemployment is certainly common among middle-class Bengalis, but the "unemployed" decline to join the "working classes" and are in fact not dependent upon work for their livelihood. It is common knowledge that workmen are not forthcoming in Bengal in anything like the number required by the industries and transport businesses of the province (in the Kankinara group of jute mills, for instance, only 1 workman in 30 is a native of Bengal), and that the middle-class Bengali considers working class employment beneath him. He is fortunate in being able to live up to this belief, thanks to the remarkable resources of the agricultural, social and domestic system that begets and sustains him. I know of no other country outside India where such a large proportion of the community live at a middle level of comfort without doing any work : or where life in general, for the whole community, is so easily achieved ; or where unemployment, in the sense of failure to obtain the means of livelihood on the part of a man who is prepared to take it in any sphere, is so rare : or where the need for a Poor Law is so definitely absent. The middle-class, in its insistence on keeping its identity intact, is possibly straining its economic resources : but that is not a matter for public concern. It is morally and politically unfortunate that a considerable section of the community should be without work and that many of these should be discontented because they cannot get work at a particular level of respectability : but that is not a matter in which the public can interfere to any effect. The present state of affairs is the outcome of economic well-being rooted in the agricultural wealth of the province, which still exists and sustains it. If that well-being collapsed, an "unemployment problem" might arise and with it, presumably, to assist its solution, would develop an improvement in individual enterprise and moral character.

Dated Burdwan, the 29th June 1923.

From—G. G. HOOPER, Esq., I.C.S., Subdivisional Officer, Asansol,
To—The District Magistrate, Burdwan.

With reference to your memo. No. 6492-501, dated the 14th May 1923, forwarding a copy of Mr. Hoogewerf's letter No. 1854 C., dated the 4th May 1923, together with a copy of questionnaire, drawn up by the Committee, appointed to investigate the problem of unemployment among the educated middle-class Bengalis and Anglo-Indians and to suggest remedial measures, I have the honour to report after considering the views of various gentlemen, as follows :—

2. In my opinion the present situation regarding unemployment is mainly the outcome of two causes.

- (i) Want of sufficient industrialisation of the country owing to the unwillingness on the part of the moneyed Indians to risk their money in business enterprises;
- (ii) the defective system of education which has altogether neglected the technological and business training to the young men of both the classes for fitting them for the establishment of technological works or to embark on business enterprise. It turned out too many pleaders and service-seekers. If they failed to make a living from either, they were absolutely stranded. The number of such failures have during the past ten years or so increased so much as to engage the attention of the Government as well as every section of the public, necessitating the appointment of the Committee. I do not think that there will be any harm done to young educated middle-classes in Bengal, if the gates of the institutions which has turned out the unnecessary number of pleaders and service-seekers be closed for some years.

3. The other causes mentioned in the questionnaire are merely subsidiary. To them I should like to add one more and it is the social system, particularly among the middle-class Bengalis, such as caste pride, early marriage and joint family. The first one stands in the way of encouraging hard manual labour in less educated young men of high castes, who form bulk of the middle-class educated or half-educated Bengalis. The early marriage is a very harmful institution and it nips in the bud all spirit of enterprise that might exist in a young man of some parts. The last one makes unambitious members, who seldom have any self-respect, too indolent towards self-improvement. It is satisfactory to note that the present acute problem of unemployment has been gradually developing a spirit in the young men of higher castes to appreciate the value of the dignity of labour and the caste pride, which had so long stood in their way to take to hard manual labour, is fast vanishing.

The remedial measures which suggest to me are the following:—

- (1) Further Industrialisation of the country, which would mean more openings for the unemployed.
- (2) Broadening of the system of secondary education on the lines in England and America, and the establishment of a technological university in place of either the Dacca or the Calcutta University, where higher technical education coupled with practical training in the different branches of industries will

be imparted. If the proposals seem to be impracticable, there should be sufficient facility for technical and commercial education in both the universities particularly suited to their situation. As the future of the Calcutta University is in the melting pot and with facilities for practical training in the different branches of industries and commerce round about Calcutta, it would be more convenient to convert the Calcutta University to the biggest centre for technical education in India. If properly trained Indians can successfully run a few business enterprises, the shyness of Indian capital will vanish in no time.

- (3) Establishment of bureau of employment with district branches. It will be in touch with Government and all commercial concerns and enterprises in the country. It should not only furnish information and provide employment, but also arrange for training of as many educated Bengalis and Anglo-Indians as possible, in all branches of industries and mercantile business.

Dated Behala, the 7th June 1923.

From—The Hon'ble BABU SURENDRA NATH ROY, Chairman,
South-Suburban Municipality.

To—The Secretary, Unemployment Committee, Bengal.

Question 1.—What, in your opinion, are the principal causes of the present state of unemployment among the educated middle-class Bengalis and Anglo-Indians?

Answer.—The principal causes of the present state of unemployment among the educated middle-class Bengalis are that there are not sufficient avenues of employment for them as in other countries. The army, the navy, the merchant marine, a very large number of appointments in the Railways (both guaranteed and State managed), ecclesiastical appointments are open to the educated middle-class in other civilised countries. There are besides industrial concerns in which employments are found for the educated middle-classes.

Question (i)—Those inherent in the members of the classes.

Answer:—Time was when the members of the higher castes among the Bengalis were averse to enter any profession or calling in which manual labour was necessary. But such is not the case now.

Question (ii)—Those resulting from the existing system of training and education open to the members of the classes.

Answer (ii).—Proper education which can fit them for employment in the services mentioned above are not given. Formerly education was practically purely literary education in Arts. But now there has been some modification in the curriculum. More attention is given to the study of service (which may be useful in vocational education) than formerly. Very little has been done for the spread of systematic technical education.

Question (iii).—Those resulting from absence of information as to any but a few well-known fields of employment.

Answer.—I do not think there is any great unemployment on account of absence of information.

Question (iv).—Those resulting from the financial state of the members of these communities.

Answer.—There are no doubt some employments which the educated middle-class cannot enter on account of their financial condition. I know from personal experience that this is the case. Some of the big manufacturing companies of Calcutta used to take apprentices without charging anything. Now however, they charge a fee of Rs. 500 as admission fee. There are very few people who can afford to take such admission on payment of Rs. 500.

Question (v).—Others.

Answer.—Instead of giving facilities to the “Bengalis” to take technical education and to technical pursuits steps are sometimes taken to close the doors against their entering such vocation. The following advertisement, which appeared only recently in one of the Anglo-Indian papers, will speak for itself:—

BENGAL-NAGPUR RY. Co., LTD.

(Incorporated in England.)

WANTED European and Anglo-Indian apprentices for Kharagpur Locomotive and Carriage and Wagon and Electric Shops.

2. Candidates must have a good general education and be of sound physique. Age 15 to 18. They will be required to pass an examination by the Company's Medical Officer.
3. Applications should be made by parents or guardians on behalf of candidates, accompanied by school and birth certificates and a certificate of respectability from some persons of position other than the parent or guardian.
4. A candidate is not eligible unless he has passed the 6th Standard of the Government Educational Code or its equivalent, and a school certificate certifying that he possesses such qualifications should be appended to the application.
5. Applications should also clearly specify the name of the particular trade a boy wishes to take up.
6. All applications should reach this office on or before the 15th June 1923 after which date no application will be entertained.
7. For conditions of employment, etc., apply to—

The Chief Mechanical Engineer, Bengal-Nagpur Ry., Kharagpur.

Question 2.—What remedial measures would you suggest for—

- (i) the immediate relief of the unemployed of the classes under consideration?

Answer.—For the immediate relief of unemployed of the classes under consideration I would suggest the following remedial measures:—

- (a) Technical schools should be opened, if possible, in all the districts with a good technological college in Calcutta or Sibpur.

- (b) Schools for the practical study of agriculture and agricultural farms should be opened on a larger scale. In this connection I ought to mention that the present agricultural farms in Berhgal are not of much practical use. I am told that there is a farm at Naini in the United Provinces of Agra and Oudh opened by the American Mission which is doing much useful work.
- (c) Government ought to help the industrial movement of the country in the following way :—
- (i) By guaranteeing a reasonable profit to the share-holder (as is done in the case of light railways by the District Boards).
 - (ii) By making advances on a low rate of interest.
 - (iii) By subsidising.
 - (iv) By giving facilities to the transmission of raw products from one part of the country to the other.
 - (v) By putting restrictive duties upon the imports of other countries.
 - (vi) By fostering co-operative credit societies.
 - (vii) By making purchases of manufactured products in India in preference to those of England and the Continent.
 - (viii) Government ought not to give extension of service to those who have attained the age of 55. There must be a strict enforcement of this rule.

Question (ii)—The prevention as far as possible of an aggravation of the present state.

Answer (ii)—To prevent as far as possible of an aggravation of the present state it is necessary for the Government to carry out a more liberal policy. The industries of the country will not be developed and fostered by paying a rent of Rs. 40,000 per annum as house rent for the office of industries or spending almost equal amount in wooden partitions. Committees have been formed and much time spent or rather wasted for considering a scheme for the establishment of a technological institute, with the result that very little has been done to establish such an institute or to give real technical education to the *bona fide* children of the soil—to the real Bengalis.

Everything that has been done up to date has been done in a half-hearted way—as if under some pressure.

Question (iii)—The prevention of a state of unemployment of these classes in future.

Answer.—A more liberal policy in all directions should be initiated by Government.

With reference to the Anglo-Indian I have simply to add that they do not care very much for literary education and they try to get employment while they are comparatively young. This is no doubt due to the circumstances in which they find themselves in early age. They have to earn a living for themselves while young, as the wants of their family are larger than the generality of the middle-class *Bhadraloks* of Bengal and they are more extravagant in their habits. It is necessary that they should devote more time and attention to education than they have been doing at the present time. It may be mentioned here that there was not

a single graduate among the Anglo-Indians whose names were sent up from the various colleges of Bengal to the Government Selection Board for admission as candidates to the Competitive Examination for the Provincial Civil Service and similar services, though Government reserved a fair number of post for them.

Dated Calcutta, the 28th June 1923.

From—W. F. PAPWORTH, Esq., I.E.S., Officiating Inspector of European Schools, Bengal,

To—The Secretary, Unemployment Committee, Bengal.

The principal causes of the present state of unemployment among the educated middle-class Anglo-Indians.

I. (1) Among the principal causes which, in my opinion, have very frequently interfered with the continuous employment of Anglo-Indians, is perhaps a tendency to resent reproof. I have been concerned with European education in India for nearly 14 years, and during the course of this time I have been able to keep in close touch with the after-careers of some of those boys who passed through my hands during the earlier stages of this period. I have frequently noticed that where for some perhaps trivial or minor error reproof has to be administered there was a tendency to take it in a wrong spirit. Very frequently it resulted in a man throwing up in a moment of pique what was quite a good appointment. This was often done by the individual with the intention of displaying a somewhat exaggerated sense of personal freedom or independence. Another matter to which reference may be made is the loose control, and frequently absence of control, exercised by the parents in the family. Another matter, which will here be suggested, is the tendency, very marked indeed at times, for young Anglo-Indians to throw up employment presenting a slow but very steady rise to take up some much less ultimately valuable employment, merely because it offers at that one time an increase of Rs. 25 or 30 in pay. I have frequently noticed such cases where a boy takes up a job on say Rs. 70 a month. During this time and for perhaps two years he is a learner in this particular line with the possibility and perhaps the probability of eventually arising to a sound position. He has thrown this job up in order to take another blind-alley job on Rs. 100, simply because at that time it represents more money. Another matter is that the young men of this community are very frequently content merely to carry out the day's work without seeking at other times to endeavour to improve, either their knowledge by steady outside work, or their financial position by taking up incidental employment which sometimes comes in their way. In other words there is lacking in many cases a sense of strong determination and hard grit.

(2) The existing system of training and education has in my opinion had some effect upon the present state of unemployment. During past years, education generally was of an academic nature, with the result that in the case of Indians the Universities have been flooded and in the case of Anglo-Indians avenues of employment have been shut up. There is evidence, however, that within recent years the more practical form of education, containing more science and practical handwork, is causing an improvement. This improvement, however, affects more the younger portion of the present generation rather than the older people who were educated under the former conditions. There is one other aspect of the educational scheme which should not be lost sight of. In the past

Anglo-Indian boys have been admitted into certain types of services upon a somewhat preferential basis; for this reason that the qualifications accepted by employers, both Government and others, have been the School Final Examination whatever that may have been at the time. There was, therefore, no reason why Anglo-Indian parents should undertake additional expense merely to send a boy to an Indian University, when under the existing conditions the School Final Examination was sufficient for their purpose in the employment market. In this matter, therefore, there has in the past been preferential treatment meted out, and it is this that has now proved to be an economic mistake. Parents have ceased to regard higher education as a real necessity, and it is only a new turn in economic conditions which will compel them to take a different view. This cannot be done by Government order or by the Act of Parliament. The individual must learn by experience that economic factors compel him to adopt a particular line of action. Anglo-Indian parents will soon realise the necessity of sending the better educational types for higher education in order that these may qualify for entry into suitable employment.

(3) It is always noticed that there is a tendency amongst the Indians and Anglo-Indians to focus attention upon certain fields of employment. For instance, the Railways and Government services of various kinds have invariably been over-exploited, with the result that unconsciously these communities have grown to look towards Government as being in duty bound to find them employment. This applies more perhaps in up-country provinces than in Bengal, but I consider it to be none the less true in this province. Commerce has been relatively little exploited, but I shall have occasion in a later paragraph to speak upon this point.

(4) Matters appear to be rather difficult to deal with under this section, but there is at least one main direction in which comment may well be made. The Anglo-Indian very naturally holds closely to the European blood in him, and for this reason his difficulties are increased, particularly when living in a big town such as Calcutta. His family life and his household system are those of the European. He has to live in certain localities, and maintain a certain standard. He has to employ servants. There is therefore almost a direct need for him to live right up to his income. These conditions, if contrasted with the conditions of a family in England, reveal at once the difficulty which social convention has set upon his shoulders. I would refer to the educational system whereby he is frequently obliged to send his children to a boarding school, whereas in England the many excellent day schools are sufficient for his British confrere. Social convention operates very hardly indeed upon the Anglo-Indian of moderate means compelling him to live in a style which permits of little or no economy.

(5) There is one very important cause to which I should here like to refer and that is the attitude of the European towards the Anglo-Indian. I firmly believe that the Anglo-Indian in his search for a suitable social position is the victim of a shibboleth. There has been created in the past, and there exists in the present, a peculiarly unfair estimate of the worth of Anglo-Indians in the minds of many European employers, and this attitude has been and is being handed down from one generation to another. I feel very strongly that this attitude of watchful suspicion has operated very hardly indeed in making it difficult for the Anglo-Indian to get suitable employment. There is no doubt that in the past Anglo-Indian youths may have been found deficient in certain qualities, with the result that there has been a tendency for European employees

to carry on that tradition. In doing so at present they utterly fail to give the rising generation, which further is growing up in schools under very different conditions, the benefit of a fair deal, a line of action which hardly compatible with the frequently vaunted British "sportmanship". I am of the opinion that the Boy Scouts movement has operated for the best, because young mercantile employees fresh from England are now brought into immediate contact with these boys, and perhaps this may produce spirit of a better comradeship. The Anglo-Indian must, however, justify himself by his own deeds, rather than by his descent in a particular community or by any particularly difficult conditions of his economic and social position.

II. I am unable to suggest any immediate measures of relief for the unemployed at the present moment. The present position of unemployment is one which is only due purely to the economic conditions of the world, and the situation in India is no different that which exists in many other countries. With a return to more stable conditions of trade and commerce I believe will follow a better position in this respect. The control of such a return is beyond the intervention of any Government. As far as Anglo-Indians are concerned, I would, however, suggest that every attempt be made by employers to give them the benefit of suitable employment where this is possible; and I would suggest that Anglo-Indians make an effort to widen their outlook upon the horizon of employment. There are certain channels which have not been explored, notably in the direction of practical things. A great measure of assistance could, however, be given, if certain of the employing agencies concerned would review their present attitude towards cutting down establishment. Trade and commerce are undoubtedly bad, and it would seem that in order to cut present annual charges a reduction in staff is being carried out in a somewhat light-hearted manner. The yearly balance is kept very much in view. For the future I would urge that the Anglo-Indian parents look more to the ultimate good of their community, and of their children in particular, by providing the best possible education, rather than continue their present policy of withdrawing a child from school as soon as they think that he is able to take up any job whatsoever that happens to offer itself.

Dated Birbhum, the 24th August 1923.

From—RAI A. C. BANERJEE BAHADUR, M.A., M.L.C., Chairman,
Birbhum District Board,

To—The Secretary, Unemployment Committee, Bengal.

Principal causes of the present state of unemployment among the educated middle-class Bengalis and Anglo-Indians.

1. **Those inherent in the members of the classes.**—Among the causes that may be said to be inherent in the character of the educated middle-class Bengalis and Anglo-Indians and which lead to their unemployment may be mentioned the following:—

- (a) *Lethargy and apathy for manual labour.*—They have an apathy for manual labour and they do not want to work. To this is added the lethargy which tells upon their careers to a great extent. The enervating climate of Bengal is to a great extent responsible for this.

- (b) *Hankering for service.*—The attraction for service has for some time so blinded them that this one thing has focussed all their aims and aspirations to a narrow centre and has blinded them to the various paths and pursuits of life.
- (c) *Weak health.*—Weak health has also become hereditary and inherent in them. This is one of the curses of Bengal. All people, born and brought up in Bengal, are more or less affected in health. Weak health brings in its train thousands of vices. Weak health makes the mind also weak.
- (d) *Moral degeneration.*—Weak mind causes moral degeneration. Tenacity of purposes, the stamina to bear hardships, true sense of self-respect and dignity, force of character, lofty aspirations all depend upon a sound body and a sound mind. The Bengal people lack in these things especially the educated middle-class who after sacrificing their health, wealth, and heart at the sacred altar of education come to the practical field with certain impractical ideas—men of theories and dreams. No courage in the heart, no money in the pocket, no strength in the physique, no practical ideas in their heads, with an unduly exaggerated idea about their position and dignity they generally and naturally fall back from all sorts of enterprises and take recourse to serving the sweet will of others for a morsel for themselves and their families.
- (e) *Indecision of Character.*—Some vascillate and oscillate and can never come to a definite conclusion what course to adopt and are drifted from shore to shore by circumstances.

The above defects are, however, all circumstantial. There was a time when the Bengalis were not so. Imperfect education, want of industrial field, prevalence of diseases, weak health, hard struggle for existence, the charm of the office fan and the office chair have brought them down to this state of degeneration. If circumstances will ever change, these also will disappear.

2. **Those resulting from the existing system of training and education open to the members of the classes.**—The system of education open to the members of the middle-class Bengalis and Anglo-Indians of Bengal is of no practical use to them in their life's struggle and causes only heartburn and disappointment and swells the amount of unemployment.

(a) *Bookish education of a purely non-practical nature.*—The education which they receive consists only in going through certain books, mostly of a purely literary or theoretical nature, cramming them up, reproducing them from their memory in examinations and passing certain examinations. The boys come in with high hopes and aspirations and go out young men with a deep sigh, looking back to the vista of the past, wrecked in health and energy.

(b) *Want of development of the practical side.*—As soon as they come out of their field of vision they have to face the hard realities of the world and are at a loss "What to do?". Why? because they then see that the practical side of their character is not at all developed.

(c) *Want of information.*—With all their knowledge, with all their intelligence they are utterly helpless and do not know how to proceed. They find with regret that they do know nothing of the vast world beyond their books, their stock of information is as scanty as that of a

child. Their books taught them names of long lines of kings of the past times, their power and the vastness of their kingdoms, the tools and implements of the aboriginal tribes, the force of character of saints and heroes, stories and descriptions of the markets and bazars of America and Australia, the translations of passages from one language into another, the philosophy of Wordsworth, the erudition of Milton, but nothing of the names of some of the present day merchants, the spade or the plough or the axe or the hammer or the chisel or the engines or boilers, the perseverance of modern great people, the markets or bazars or the productions or the extent of their own villages or unions or districts or province, the translation of men's thoughts, the philosophy of bread-problem or the wisdom of earning.

(d) *Smothering all inquisitiveness.*—The boys, who have got any inquisitiveness in them either torment the teacher by repeated questions on different things, get either a sweet slap from the teacher and are calmed for ever or get the ridicule of the teacher and shyly give up the habit.

(e) *The brain and the health are over-worked.*—Then come examinations and promotions and degrees; the boys work and work in their books and their inquisitiveness is lost in their anxiety. Heaps of books, heaps of pages, heaps of subjects—the heads of the boys burn, boil, turn, and all this ends in acidity, dyspepsia, giddiness, weakness, incapacity for any hard work.

(f) *Dullness of the mind and narrow aspirations.*—Constant concentration of the mind to the narrow circle of books telling of things which they can never see in life or imagine, cripples and stunts their imagination and comes in narrow aspirations and a dull heart which are satisfied with a clerkship of Rs. 100 a month at the utmost.

(g) *Moral weakness.*—The moral side of the boys is also left undeveloped. So the courage due to strong morals is wanting; the boldness and straightforwardness, so essential in life's struggles are absent; whenever they are in trouble they become moral cowards and shirk, shrink and shriek. They cannot collect their ideas, and put them in joint action and face their troubles. Honesty, integrity, dutifulness, obedience, truthfulness, sense of responsibility all are absent in the characters of the modern youth in most cases.

(h) *Physical weakness.*—This moral weakness is all the more aggravated by the weakness of health, or conversely scanty health produces scanty morals. Physical education forms almost no part of the present day education. It is doubtful if one student in a thousand takes any physical exercise. The result is that a generation of weaklings is weaned, who are quite unfit for fighting out the battles of life. Lethargy follows in the train.

(i) *Vagaries.*—The tired brain begins to work in the shattered body. The young men hopelessly lie down, apathy comes in and vagaries commence.

(j) *Luxury.*—The weak mind builds castles in the air and pictures all sorts of pleasing and sweet pictures. The natural consequences follow. Morals become morbid, tastes fanciful and 'luxury' creeps in making the failure doubly dominant.

3. *Those resulting from absence of information as to any but a few well-known fields of employment.*—(a) *Inrush and congestion in certain fields only.*—In their *alma-mater* the young people keep themselves

confined to the narrow limits of certain books only. The only creatures known to them are but a few hostel-mates or class-fellows and some professors and their parents and some relations and the only places known to them are the mess or hostel they live in, their colleges and their homes.

(b) *Ignorance of the world's activities and want of free choice.*—When they come out of the school or college they find themselves utterly helpless and in their blurred memory rises the faint names of certain fields where they can possibly find employment. They blindly rush in that direction. Other youths cast in the same mould truly follow their forerunners. Any and every number cannot be provided for, many are left without employ; the question of unemployment arises. They have no other alternative.

(c) *Confusion and perplexity.*—Cut off from the knowledge of the vast variety of the world's activity in the various branches of trade, commerce, science, industry, they are cut off from all freedom of choice. They cannot apply their special aptitude to the special subject or profession, they have a special inclination for. The result is that the penman takes the sword, the swordman holds the cross, the smith turns the weaver, the weaver turns the mason and they all again clash and dash in a narrow circle. Disastrous is the result.

(d) *Clamour.*—Perplexity, helplessness, disappointment make their appearance and some try to lead life in a makeshift way and some clamour for employment.

4. Those resulting from the financial state of the members of these classes.—(a) *Want of proper education.*—The middle-class people are generally poor in Bengal. Money they have little, of the little money they have they spend the greater part in education, the so-called, the useless education of the day.

(b) *Want of travels and expansion of knowledge.*—Again, the small book education they get they cannot expand by travels like the young people of other countries. So their poor education gradually becomes poorer. They cannot keep pace with the progressive world, get antiquated to it and their difficulties are all the more heightened. In many cases again they are debarred by want from this much imperfect education also.

(c) *Want of definite plans of action.*—Their poverty presses them so hard that often they cannot get the time to think, and they rush headlong into the world's strife without any definite plans of action.

(d) *Bad choice of professions.*—They must earn something wherever and howsoever may it be. If they had the mind to be engineers they turn teachers. Many B. Sc., and M. Sc., people turn pleaders, many pleaders turn scientists. They become rolling stones begging for service from door to door and never getting one to their liking.

(e) *Want of food and clothing consequent weak health.*—They cannot take recourse to any profession requiring a strong physique; because penury does a good deal towards ruining their health by denying them the bare comforts of sufficient food and clothing. Weakness, lack of energy, great anxiety follow them from birth to the grave.

(f) *Inability to take to business or industry.*—Many may have the will to start some business or industry and may have the required capacity to do that but want of funds stand in the way and their intention dies in the heart where it rises.

5. **Others.**—*Want of industrial concerns, training up people in directions other than clerkships.*—The few industrial concerns that exist only take in a certain number of clerks. These clerkships were for sometime the monopoly of the Bengalis. But with the spread of education that avenue is also to a great extent blocked or has become the monopoly of the sons or dependants of the Bara Babus or some other favourites of the Bara Sahib. This applies to the Anglo-Indians too to a certain extent.

The present system of education stuffs the educated brains with a false idea of civilisation and they become so much prone to sham imitations that they quite forget themselves and try to appear what they are not and what they can never be. Imitation, if properly guided is a very good thing no doubt and is required in every path and condition of life, but if the true spirit is lost nothing is more dangerous than this. This false imitation has run the Bengalis and the Anglo-Indians too to no small extravagance and misery.

This false imitation has another bad effect. Many of the middle-class Bengalis and Anglo-Indians too become aristocrats and cut themselves off from the rest of society, look down upon it and fellow-feeling and sympathy die out. The result is that division comes in where there should be a common cause. There is no room for joint thought or joint work. If the tolerably well-off people could help the poorer by starting joint business and industry then by mutual help in money or labour could be averted much of the present troubles.

A morbid sense of dignity and self-respect is at work. Because some are *Bhadraloks*, because some belong to the higher sections, they cannot do any manual labour; because some are educated they think it beneath their dignity to use their hands. Lo, what a pity! They prefer becoming dummies to becoming heroes. They clamour for occupation but cannot work, they starve, they pass into the early grave leaving behind a chain of creatures with the same tinge of heredity.

Many have become educated and have given up their hereditary professions. They consider it an indignity to follow the professions their forefathers used to follow. These professions die out whereas they might be better developed by the education of these youths and could have supplied bread not only to them but to many others also.

Early marriage also goes a good deal towards aggravating the unemployment question. Before the youths of Bengal have finished their education, come to the practical field and have got themselves settled in life they are the fathers of many children requiring education and provision. The fathers themselves are utterly helpless not to speak of their helping their children. The children find their fathers either working with the pen from morning to evening or floating about in the sea of the world. They too learn to imitate their fathers and the result can be imagined. Marriage dowries in many cases have helped the question of unemployment by ruining many Bengali families.

Agriculture is thoroughly neglected by the middle-class Bengali educated community. They want to be big men, gentlemen, but they do not know the way. Strangely enough they would run and run and run stuffing their bellies with half-boiled rice and dal and come to the office, submit to all sorts of ignominy there and return home by midnight still they would not work independently in the field because they

are educated. Many have said agriculture does not pay but whether it pays or not is beyond their experience. They want the fields grow crops for them of themselves.

Many who might take to agriculture have been deprived of the opportunity by either the zemindar or the money-lender who for their rents or dues on many occasions evict the tenants out of his holdings. They have then no other alternative but to seek employment elsewhere.

Caste hatred sometimes refuse access to many to certain professions. Among the Hindus there are some hard restrictions which prevent them from adopting certain professions. Some professions, some lines are specially reserved for certain particular classes of people.

The trade of the province is practically solely captured by people from other provinces or other countries. From the pettiest hawker to the biggest merchant all with rare exceptions are either Marwaris or Punjabis or Gujaratis or any other race. Because the middle-class in Bengal are educated they cannot hawk, because they are enlightened they cannot work physically.

There is also want of sufficient encouragement in matters relating to researches, discoveries and inventions by the grant of necessary facilities.

There has been great depression of trade and industry all over the world and universal economic distress and almost all countries are faced with the problem of unemployment.

The measures that can be adopted to remedy the above grievances.—

If any immediate relief is to be given to the educated unemployed—and it is time that such relief should be given—the following measures among others may be adopted at once :—

(a) *Measures for the immediate relief of the unemployed.*—An Employment Bureau should be established consisting of the leaders of the various trades, professions, industries, railways and such other concerns and should deliberate what can be done towards solving the problem and find out paths for the unemployed. Simultaneously a list of all educated and unemployed persons classified according to their education and inclinations may be made out.

The gates of all possible employments should be freely thrown open to them and they should be given the opportunity where possible to learn something beyond their routine work. Some of them may also be sent to the various workshops and industrial concerns as probationers for training.

Arrangements have to be made for raising money for helping with loans and other facilities those who are willing to come to the field of business or industry on their own account. Cottage industries of various classes and descriptions should be introduced and the young and educated classes should be made to adopt them. Arrangements should also be made for holding local fairs and exhibitions for the expansion of these industries.

The thing is, somehow or other those who have come out with education must be provided for and absorbed. There is no other means of mitigating the seriousness of the situation.

(b) *The prevention as much as possible of an aggravation of the present state.*—The only way to prevent an aggravation of the present situation is to stop at once the indiscriminate sending up of students for

higher education. Only the specially gifted students should come up for higher education others should be sent back with school-final certificates.

The High Schools should be relieved of the primary portion and the standard of secondary education should be raised and be made equal to that of the I.A. and I.Sc. examinations. The system of education imparted in secondary schools should be radically changed and recast on a purely technical basis requiring both the heads and the hands of the students. Agriculture, carpentry, smithy, weaving, survey, geography, history, physics, chemistry, etc., should be the subject for education. Along with this the mentality of the students should also be changed.

(c) *Prevention of a state of unemployment of these classes in future.*—As in the case of prevention of aggravation, in the case of future prevention of unemployment also, the first thing needed will be a change in the nature of the education of the young people. The education should be purely technical. This will work a change in the character of the educated who will try to help themselves. The progressive world is now no place for the theoretical beings it wants practical men.

All possible steps should be taken for the expansion of industry in all parts of the province. The starting of Co-operative Societies on a larger scale to help the educated community with money, the floating of small joint-stock companies by the educated people, and the adoption by them of Cottage industry will give them ample field for work and bread.

Agriculture should be revived and helped by money and proper irrigation arrangements and the introduction of new things and new methods of cultivation. The rights of the tenants in their holdings should be safe-guarded against the rapacity of zemindars and money-lenders by proper legislation regarding eviction and interest on loans.

Proper arrangements should be made for capturing the trade of the province for the sons of Bengal by imposing suitable trade and property restrictions on people from other provinces, who have established and are still trying to establish themselves in the province ousting her children who are beggars now.

Commercial, medical, technological, agricultural, weaving schools and colleges should be established at all important centres of the province and better facilities should be given to the advanced students for further education in foreign countries.

In short, thoroughly different moulds for moulding the characters of the future generation and quite different fields for their work should be thought out. This is a question not so easy to solve and it is gradually growing in complexity and seriousness. There is yet time to reform but the reform will not be so easy a task. So the question should be given the best thoughts by all the thinking and practical heads of the country.

Dated Rajshahi, the 3rd (6th) July 1923.

From—H. D. MUKERJI, Esq., M.Sc., Secretary, D. J. Industrial School, Rajshahi,

To—The Secretary, Unemployment Committee, Bengal.

I am not in touch with the Anglo-Indian community and hence do not feel competent to express any opinion on the question of unemployment existing amongst them. My observations relate to unemployment affecting the educated middle-class Bengalis.

The existing system of education is mainly responsible for the present state of unemployment and discontent among the educated middle-classes. This is due to the extremely literary character of our education and to the very limited number of careers open to an educated young man. There are generally three careers open to him; firstly, some sort of service either under Government or mercantile and industrial firms; secondly, as a teacher either in a school or college, and thirdly, career at the Bar. But all of these are now overcrowded and hundreds of young men who are coming out of the University every year have to remain practically unemployed and are unable to earn a decent living. The too easy pass of the Calcutta University in all its examinations is to some extent responsible for the aggravation of the present state of unemployment in the country. I know of B.A.'s and B.Sc.'s who are serving as school masters or clerks on a magnificent sum of Rs. 25, which is less than what a cooly or a day-labourer earns. A student after passing the Matriculation examination, whether good, bad or indifferent, will join the University with high hopes of success in future life but when he comes out of it he finds he is not worth more than Rs. 30 and the discontent thus created in the young man is in the main responsible for the present state of unrest in the country.

Agriculture is the greatest industry of Bengal but for reasons of caste, prejudice and poverty it offers very few opportunities to educated young men. Business has not been regarded by the Bengali as a great and honourable career. There are many Bengalis working as clerks in big business firms but the actual handling of goods is regarded as undignified. The other industries in Bengal are still in their infancy and offer very few opportunities. Only a very small fraction of the trade and commerce of the province is in the hands of the Bengalis and hence these occupations do not provide means of livelihood to many educated youths; while the various professional courses such as medical, engineering, mining, etc., can only absorb a few hundred young men. Thus the students are often compelled against their will to take up the general course and swell the rank of the unemployed.

The educated middle-class Bengalis look down upon manual labour; they are averse to all careers involving bodily labour and consider such professions as either undignified or dishonourable. There are hundreds of skilled labourers in Calcutta and other industrial centres hailing generally from Behar, the United Provinces and the Punjab who earn from Rs. 30 to Rs. 80 per month while an educated young man will be contented with a clerkship on Rs. 25 per month either in a mercantile firm or under Government and will eke out a miserable existence. This mentality of the educated classes has to be changed; they should be taught the dignity of labour and that no profession is mean which brings to the labourer good remuneration through honest work.

The financial disabilities of the members of the middle-class Bengalis very often stand in the way of their adopting independent careers or starting business on their own account even when they possess the necessary training and experience. I know of young men having a decidedly practical turn of mind and willing to obtain some kind of industrial training in a modern workshop or factory have been prevented from doing so owing to financial considerations as such a training can only be had in or near about Calcutta (where cost of living is high) as also to the difficulty of admission into such workshops and factories.

Remedial measures.—In the first instance there should be a thorough over-hauling of the Matriculation Course and the examination should be

so conducted as to test the general knowledge of the student and his fitness for admission into the University. Elementary science courses in physics, chemistry and botany should be introduced into the syllabus of the Matriculation examination. None but the students who have shown special merit will be allowed admission into the University. The other students will join the various professional courses enumerated below according to their special aptitudes.

Establishment of a medical school in each division.—The proposed schools will be of the type of Campbell or Dacca Medical Schools. Each school will admit from 100 to 150 students every year. Students after passing the Matriculation Examination will join these schools.

Considering the prevalence of malaria and other diseases and the dearth of qualified medical men in rural Bengal this step is already overdue. It will also give honourable careers to hundreds of young men who in addition to earning a decent living will alleviate the sufferings of their poor country men and increase the national wealth by preventing premature death and early old age.

Mechanical Engineering.—After the war there has been a rapid industrial development in India and there is a very great demand for mechanical engineers, especially of the foreman mechanic type. In order to cope with this growing demand 100 apprentices should be taken every year in each of the three Railway workshops at Kanchrapara, Lilloah and Kharagpur. Provision for both theoretical and workshop training should be made in each of these centres and after a four years' course students should be fully qualified as foreman mechanics. The entrance qualification should be the Matriculation standard of the Calcutta and Dacca Universities. These men should be absorbed as far as possible in the Railways and for this purpose the recruitment of this type of men from abroad should altogether be stopped. Unless foreign recruitment is completely stopped there may be difficulty in the absorption of these men.

The engineering firms situated in or near about Calcutta should be induced to admit ten to fifteen apprentices in their workshops every year and the Government with the help of these firms will set up one or two schools where the apprentices will get their necessary theoretical training. After a four years' course the students will be qualified as foremen mechanics and each firm must try to absorb as far as possible the apprentices trained in its workshop.

The higher training in mechanical engineering of the University type should be recognised at Sibpur according to the recommendations of the Industrial Commission and Calcutta University Commission.

Civil Engineering.—There are at present two schools for the training of Upper Subordinates and one more school of this type should be added. There are three technical schools for the training of Lower Subordinates and two more should be added.

One Mining School should be started almost immediately in the coal fields, say at Dhanbad, for imparting education in mining to young men. Coal industry is a prosperous industry of Bengal and Behar and thus it will give decent means of livelihood to many educated young men. Similarly, classes in electrical engineering though existing at present in Sibpur should be reorganised and made more popular. Electrical engineering firms in Calcutta should also be induced to take in a few apprentices every year to be trained in their workshops; arrangements for those theoretical training may be made at Sibpur. The electrical industry is fast expanding and it may be reasonably hoped that there will be a good demand for trained men in this industry.

A Technological Institute affiliated to the Calcutta University for higher training and a technological school of the lower standard should be established at once in or near about Calcutta. The entrance qualification for the former will be the B.Sc. standard of the Calcutta and Dacca Universities and that for the latter the Intermediate standard. Both these institutions will give training in the different branches of chemical technology. The students thus trained will be rapidly absorbed by the textile, jute, leather, soap and iron and steel industries.

Only a limited number of students are admitted into the Government Commercial School at Calcutta and it is desirable that another school of a more improved and up-to-date type and a College of Commerce like the Sydenham College of Commerce in Bombay should be opened at an early date.

The import and export trade of India totals up more than 300 millions every year and a large amount of employment can be found for our young men in the various branches of commerce if business education and training of the right type can be imparted to them.

No scheme of industrial training for the solution of the problem of unemployment is complete unless some sort of impetus can be given to the industrial development of the country and in this matter Government can do a great deal if it is really sincere. The Government can partially finance or subsidise the nascent industries of the Province.

Bengal is pre-eminently an agricultural province as almost 75 per cent. of her population depend mainly on land. The dependence of so large a population on land, the diminution in the productive power of land as also the high cost of living are some of the causes for which the cultivators are unable to keep themselves above want. The introduction of modern and scientific methods of agriculture will, no doubt, improve their lot. They should also be taught the benefits accruing from the application of the principle of co-operation in agriculture; in both these matters the enlightened and public-spirited zemindars and Government can materially help the people.

The cultivators do not remain engaged throughout the year and they are always willing to supplement their small income by being employed in other work such as spinning, weaving, silkworm-rearing, bee-breeding, basket-making, etc. Government should investigate the prospects of introducing small home industries in the rural areas which may prove additional sources of income to the cultivators.

The measures suggested above will effectively solve the problem of unemployment in course of time but they are not expected to give any immediate relief. For this purpose a small committee of well-informed and influential persons (connected with trade and industry) may be formed who may provide fresh openings for our young men either immediately or after short training.

Dated Dacca, the 6th July 1923.

From—KHAWJA NAZIMUDDIN, M.A. (CANTAB.) BAR-AT-LAW, Chairman, Dacca Municipality,

To—The Secretary, Unemployment Committee, Bengal.

Unemployment among the educated middle-classes in Bengal.

A large section of the middle-class Bengalis in most of the districts in the province possessed landed properties and khamar lands, the proceeds of which were adequate to meet the then limited necessities of their

village life, and only a fraction of them had to take recourse to employment for their livelihood. As a result, however, of continued partition of paternal properties, and operation of a number of social factors bringing about impoverishment, a disturbance of the old economic fabric was started and a much too rapid movement towards the town for employment has set in. The breaking up of the joint family fabric as a result of gradually increasing economic stress, resulted in a large number of people being compelled to seek employment.

Again, people not definitely included within the recognised middle-classes 4 or 5 decades ago are now forming a substantial part of the present middle-classes in Bengal, and contributed a good deal to the overcrowding in the few well known fields of employment.

(i) **Causes inherent to the members of classes.**—(a) The barriers due to caste and social obligation as well as religious scruples inherent to the class, which are breaking down rather too slowly to keep pace with the rapid overcrowding, limited the scope and variety of means of employment. Majority of the parents do not like, rather prevent their fit and enterprising sons to go far away from home to find a living, even in their own lines, outside the province.

(b) A general disinclination to manual labours coupled with inherent inaptitude and absence of instructional facilities for work related to industry and trade, and a reluctance to begin life from the lowest rung of the industrial ladder resulted in the passing of trade activities of the province to rank outsiders.

(c) The limited few who rise above these difficulties and take to themselves the path of trade and industry, are compelled by poverty and burden of the family to give up these pursuits, the success of which is indefinite and is to be patiently waited for, and seek for an employment of whatever limited income it may be.

(d) The delayed recognition of the real trade and commercial training and pursuits, and complete absence, even after this recognition, of the opportunities for participation in the trade and commercial activities and expansion in the province, have rendered success in these lines rather difficult of attainment; and parental anxiety for securing certainty of employment, therefore, had led every guardian to send his boys to the only available path, namely, the University, which at present imparts cultural education.

(ii) **System of training and education.**—Cultural education is all very well, but it is mistakenly being still looked upon as sure means of livelihood. This is the crux of the situation. There is little recognition to the fact that one must fit himself to be a source of profit to his employer, if he really wants to be employed.

The existing system of University education is no doubt imperfect, but the point which seems to be missed is the use that is being made of this system is responsible to a greater extent for the huge volume of disappointment and distress. The question is whether this mentality is not due to the lack of training and special educational facilities, which should have been available to secure a living wage for this large army of unemployed in the railways, steamer and mining, and in prospecting companies, engineering firms, piece-good distribution, etc., to the exclusion of persons who are not natives of this province.

As to the vocational training, any expansion in law and engineering professions is out of question. With regard to commerce and industry if training in these lines resolves itself into learning book-keeping and type-writing or into elementary proficiency in carpentry and alike technological subjects, the evil we now seek to remove will continue for a long time to come.

Medicine, however, is in different case altogether. Every medical institution in the province being besieged with several more hundreds of candidates for admission than it can accommodate, while barring urban areas, the cry for qualified medical relief continues as keen as ever.

(iii) **Absence of information.**—There is very little information to offer as regards new fields of employment, as at present there are practically no such fields outside the overcrowded ones, which can accommodate any portion of the huge body of the unemployed.

(iv) **Financial state.**—Lack of capital is a very potent factor in bringing about the present state of things, so far as trade and commercial pursuits are concerned.

The educated middle-classes of to-day are as a rule financially handicapped and their income in most cases fall considerably short of their wants. This financial difficulty stands in the way of many enterprising young men who struggle to start business. This is the case with those who have the opportunities of good training in the firms and can well establish themselves, independently if they had capital at their back. They do not get help from the bankers as no banker would help them before they have established a reputation and credit. Qualified young men even with expensive foreign training have, therefore, no alternative left to them but to accept service yielding a pittance just sufficient for their livelihood.

(v) **Other causes.**—(a) Young men in Bengal become a father of a family before he starts life, and he has to take to employment for immediate relief. He can hardly afford to devote his energies in any other pursuit, however suited to his capacities and however prospective it may be.

(b) Poor physical condition of average Bengal young men partly due to the want of better fooding and physical culture and partly to the malaria which has spread over the province, is also responsible for their rushing to the well known avenues of employment.

Remedial measures.—(1) More than the Government, more than any body else, the master key to the situation is in hands of the non-official European community. They are the largest employers of labour, unskilled, skilled and clerical. They can, if they choose, promote and stimulate nascent local industries, finance through their banks promising native enterprises, assist the natives of the province in taking up gradually the piece-good distribution trade of the province, support the Government in their attempts to restrict State purchases within the provincial or Indian frontiers.

(2) The other measures necessary seem to be rapid extension of the co-operative movement and of primary education, of dissemination of the knowledge in elements of hygiene, and with the restriction of the activities of the usurers, a higher standard of living of the agricultural population will be possible, and this would react favourably on the developmental capacity of the province in the direction of arts and industries.

(3) Young men should be taken as apprentices in the Railway workshops, engineering works, electrical and mechanical, public utility company may be compelled to take some young men as apprentices, private workshops and factories may also be induced to take young men.

(4) Establishment of bureaus throughout the length and breadth of the country will give information to the trained apprentices, as to where employments are available. These bureaus should endeavour to provide such young men with suitable employments. The bureaus should widely publish through press informations to suitable fields where young men might divert their energies. They should also publish what resources are available in the country, how these can be worked out for commercial purposes yielding profit. Private Railway companies with Indian labour and capital under local Government aid and guarantee should be started to provide employment to the unemployed Indians.

(5) System of education should be changed. Higher education should be thrown open to the few fit not to many. The many after receiving secondary education should be diverted from the University to the Government aided workshops and factories to be trained in some practical vocations. The secondary education should be of such a nature that may help the people to easily pick up the essentials of the work they may take to vocational education in school and colleges is no panacea of all the existing evils as it is only a theoretical one. The education should be of more practical nature.

(6) Agriculture should be popularised amongst the middle-class people. These people who have got some education may with practical training do very good in this direction as they are not based for old methods, will easily take to all sorts of improvements suitable for the land. In Western Bengal the land still lying fallow, can absorb the great number of the unemployed.

(7) Propaganda work should be taken for changing the present angle of vision of the middle-class people. They should be taught that there is dignity in manual labour and that no work is too mean for any body. Attempts should be made to improve the social condition of the country. Physical condition of the people should also be improved.

Dated Dacca, the 13th July 1923.

From—NAWAB KHAWAJA MUHAMMED YOUSUFF KHAN BAHADUR,
Chairman, District Board, Dacca,

To—The Secretary, Unemployment Committee, Bengal.

A Note on the Problem of unemployment among the middle classes in Bengal and its remedial measures.

1. **Replies to questions.**—(i) The educated Bengali middle-class, who are the greatest sufferers owing to unemployment, are generally not used to manual labours and to works which require hard physical exertion. They belong hereditarily to the literate and intelligent class. It is only recently that young men of this class have commenced to change this habit and are not averse to undertake works requiring physical labour.

(ii) The present system of education is wholly unsuited to the requirement of this class. It is almost exclusively literary. Accommodation in the vocational institutions such as medical schools and colleges and engineering school and college are limited. Consequently, whatever education our young men get makes them seek clerical and similar services. The vast majority of the students getting education in schools and colleges remain unemployed, besides host of those who do not get such education.

(iii) Want of information is also one of the causes of unemployment. Information about vacancies and employments are not available to the majority of those who require employment. It is mostly available to those who would not suffer on account of unemployment.

(iv) The poorer section of the employed are even unable to avail themselves of the very limited facilities for vocational and technical education on account of their poverty.

2. Remedial measures suggested.—(i) By giving facilities to the unemployed middle-class to take to agriculture. This may be done by leasing out Government khas lands inducing land-lords to lease char lands and by setting jungly and waste lands under Court of Wards. A large number of young men both Bengalis and Anglo-Indians should be taken as paid probationers in Railways and engineering workshops and Postal, Telegraph and Forest Departments. They should also be taken as apprentices in the Marine and Pilot services.

(ii) If suggestions under head (i) be immediately adopted aggravation of the present state may to a great extent be prevented.

(iii) The system of education should be radically changed. Vocational education should, as far as possible, be imparted in High English schools, at least in important centres. There should be at least two technological institutions in Bengal, one in or near about Calcutta and the other at Dacca where a large number of boys of the educated middle-class may get training in many vocational subjects. The State should also come forward to aid industries for providing vocations to these young men.

The Marine and Pilot services should be opened to the Bengali middle-classes and the young men should be given suitable training.

Facilities should also be given to Bengali young men to enter as apprentices in big engineering firms. For this purpose suitable board-houses should be erected for their accommodation near about workshops and factories.

Greater facilities should be given for admission in the medical colleges, medical schools, engineering colleges, engineering schools and forest schools. With a slight addition to the staffs of these institutions a much larger number of boys may be taken in. Hundreds of young men are refused admission in these institutions every year and they remain mostly unemployed and a burden upon the society. In the Dacca School of Engineering double number of boys may be admitted if a second section be opened. This would require only two additional teachers. The workshop is quite adequate for the additional number of boys. If an Electrical Engineering Department be opened in this school, it will add to its usefulness. The Dacca Medical School is another institution where also a double number of boys may be taken in if the rigid rules limiting the number be slightly relaxed. The hospital is quite large and is capable of training much more number of boys. The same

remarks may be made in reference to the Shibpur Engineering College, the two Medical Colleges, the Campbell Medical School in Calcutta and the Ronaldshey Medical School at Burdwan. The rules for admission in the Forest School at Dera Dun are too severe.

A bureau for information should be established. Its function should be to supply information about vocational and technical training in various branches and openings for the unemployed. Its information should be very widely circulated through the press.

In filling up vacancies in all departments under the Government less attention should be given to "influences" and "interested recommendations".

The question of the unemployed is a very difficult one. It is giving trouble even to richer countries like England. It should be tackled with great tact and at the same time with great promptitude. A discontented and unemployed middle-class is always a menace to the State and to the society.

As for the Anglo-Indians the causes and the remedies are almost the same with the Bengalis. They are a little less educated and perhaps a little behind in other respects also. At the same time their mode of living is more costly than the Bengalis. In this they imitate the Europeans. So it is more difficult to provide the unemployed of this class than the Bengalis. They may, however, be largely drafted in the Engineering Department and the Marine and Pilot services.

Dated Chittagong, the 12th July 1923.

From—S. C. GHATAK, ESQ., M.A., Offg. District Magistrate,
Chittagong,

To—The Secretary, Unemployment Committee, Bengal.

I have the honour to refer to your letter No. 200 U.C., dated the 4th May 1923, in which you have asked for my opinion on the question of unemployment among the educated middle-classes in Bengal inclusive of Anglo-Indians.

2. The causes of the present state of unemployment among the educated middle-class Bengalis and Anglo-Indians may be grouped under the several heads and dealt with as below:—

(i) **Causes inherent in the members of the classes.**—The middle-class people of Bengal generally from their boyhood hold themselves aloof from the labouring, trading and the artisan classes and are thus apt to acquire an early aversion to manual as a means to livelihood. The rigidity of caste distinction in an atmosphere of which every boy, more or less, finds himself brought up from childhood has often the effect of narrowing his outlook on life as a whole and creating a habit of "prejudice" to his environments, both in respect of the people about him and their respective avocations in life. The result is that he is generally inclined to judge of the "professions" available to average life by means of preconceived notions. In spite of all that is heard from time to time about the value of technical studies and commerce, the average middle-class boy, even if he has had the facilities of special training in these lines, will much sooner seek for and accept "service" on such pay as is offered to him in these departments than undertake

the risks of an engineering or mercantile enterprise on their own account. The want of an adequate appreciation of the dignity of labour is a defect noticeable in more than one sphere of life. The joint family system among the Hindus has the effect of dividing an income earned by one among a large number of persons, and this, coupled with the obligation to maintain numerous dependents and indolent relations, would be found to create in Indian life an economic burden of a dismal nature in most cases.

The defect in the Anglo-Indian is also partly to be found to some extent in his early training in aloofness from the surroundings, his real or fancied neglect or ignorance of the language of the country and his notion in some cases of the requirements of his life as being on the same scale with the actual standard of European life. Where such defects do not arise the Anglo-Indian is likely to do wonderfully well in comparison to a Bengali of similar status or education.

(ii) **Causes resulting from training and education open to the classes.**—The present system of education is often condemned on the ground that it does not adequately provide for “vocational” training and that the education now imparted is “cultural” only. This criticism appears to me to be only partially correct, as I believe, there can be no real “vocational” training of any useful purpose, which was not based more or less on a “cultural” basis, when this is realised, it will be seen that there always will be a class *below* which merely wants vocational training, and always another *above* which will mostly concern itself with “cultural” training. It seems to me that about two-thirds of the entire number seeking for education in our schools would be content to go out into practical life after the Matriculation Examination if the system of instruction provided scope for such technical or business training as would afford a prospect to them of earning about Rs. 20 to Rs. 75 (in the case of Anglo-Indians Rs. 50 to Rs. 100) per month. This would leave the rest sufficient room to seek for higher technical equipment, which, according to me, should be on a cultural basis, and to follow culture for its own sake in the case of those who will not look to technical life at all. The existing system of training and education, in spite of the best that has been done for it, seems to admit of a readjustment in these lines. This applies to Bengali as well as to Anglo-Indian life with suitable modifications.

(iii) **Causes resulting from an absence of information.**—I believe people who form the bulk of the congestion in the field of employment often suffer from want of adequate instruction about the minor openings possible to them.

(iv) **Causes due to financial state.**—The lower middle-classes both among the Bengalis and Anglo-Indians are generally poor. This restricts the scope for expenditure and education on the one hand and the power to invest in capital on the other.

(N.B.—All that could be said on the subject may perhaps be capable of being grouped under one or other of the above heads and no other head seems to be called for for the purpose of this enquiry.)

3. I beg to suggest certain remedial measures grouped as below in the lines of the reference:—

(i) **Immediate relief.**—I strongly recommend that there should be immediately opened an “Information Bureau of Employment”. This

may be made a Branch of the Government Department of Commerce and Industries and through it information may be collected about openings for minor vacancies available to men of moderate qualifications in the commercial or technical lines. The men seeking for such employment (affording income of Rs. 20 to 75 for Indians and Rs. 50 to 100 for Anglo-Indians) may be placed in touch with possible employers. This will I think appreciably relieve the congestion of the unemployed.

(ii) The procedure explained in clause (i) may be continued for about 5 years or so until effective action has been taken as under clause (iii) below.

(iii) Steps should be taken to have technical or commercial school opened for both non-matriculates and matriculates. Similarly for these classes cheap medical institutions should be opened for the purpose of turning out village physicians, both in the western as well as the eastern (Ayurvedic or Hakimi) ways of training. Agricultural schools should be opened in villages for the purpose of cheap instruction to the children of cultivators who may be inclined to acquire primary education only and then follow hereditary pursuits. When men with comparatively moderate education have been provided for the question as regards those with higher education will not perhaps be difficult to tackle.

Dated Burdwan, the 21st August 1923.

From—S. K. BOSE, Esq., Chairman, Burdwan Municipality,

To—The District Magistrate, Burdwan,

With reference to your office No. 6492-501 G., dated the 14th May 1923, I have the honour to say that the Municipal Commissioners, at a meeting held on the 10th August 1923, have passed the following resolution regarding unemployment among the educated middle-class in Bengal :—

Unanimously resolved that this Committee has no information as to the existence of any real grievance among the educated middle-class Anglo-Indians on the ground of unemployment; but so far as the educated middle-class Indians are concerned the grievance is more than palpable and this Committee urges that Government be pleased to take early effective steps to ameliorate their conditions and this Committee suggests, among others the following remedial measures :—

- (i) That all branches of the Army and Navy be thrown open to the Indians.
- (ii) That no Indian other than Bengalis be given employment under the Government of Bengal.
- (iii) That industries be opened or subsidised by the Government in which employments be given by competitive examinations.
- (iv) That all departments of Government be more freely indianised.
- (v) That Government Khas Mahal lands, in fairly large lots, be leased out to men of this class.

Dated Natore, the 11th July 1923.

From—BABU JAGADISWAR ROY, Pleader, Vice-Chairman of Natore Municipality,

To—The Secretary, Unemployment Committee, Bengal.

The principal causes of the present state of unemployment among the educated middle-class Bengalis are as follows :—

(1) Lack of spirit of enterprise due to present system of education.

(2) Want of technical education and training and the desire of the parents to give their children education in the existing schools and colleges which do not train up the boys for any particular or practical field of work. Necessarily a large number of young Bengalis find that there is no opening for them excepting that of office work, of which there is only a limited demand.

(3) and (4) The majority of the middle-class Bengali parents have no ambition beyond that of training their boys as office clerks and those few among them who wish to give their boys a superior training very seldom have their means to do so, on account of the present economic condition and high cost of living. It is difficult to suggest remedial measures without removing this present state of unemployment. The causes have developed gradually and they can only be removed gradually. Facilities should be given for practical and vocational training. As far as possible each boy should be encouraged to take up a particular course of training for industry, agriculture or any other practical work. Practical class for such training should be opened in the present educational institutions.

Dated Ariadah, the 10th July 1923.

From—BABU ABINASH CHANDRA SARKAR, B.L., Vice-Chairman, Kamarhati Municipality,

To—The Secretary, Unemployment Committee, Bengal.

I am not prepared or rather not in a position to discuss the question of unemployment among the Anglo-Indian middle-classes. It seems to me however that the question of unemployment in their case has not yet been so grave as that of the educated middle-class Bengalis since in all employments excepting those that are filled up by competitive examinations, the Anglo-Indians have been and are getting preference to the Bengalis and are being advanced far more rapidly than their Bengali fellow workers in office.

My replies are therefore confined to middle-class Bengalis. Broadly speaking they all seek work which is merely clerical. It is only repeating a truism to say that the principal cause of present unemployment is due to the fact that the number of persons seeking employment is far greater than the number of employments available in Bengal.

I shall now jot down the principal causes in order of sequence.

(2) Owing to the enervating influence of climate and other physical causes Bengalis are naturally soft and lazy. Though endowed with

fertile brain they generally lag behind other hardier races in the steady and prolonged work in the struggle for existence in the race of life. They are also very sentimental and have the dash only and not the tenacity. The joint family system too is a great factor in the question of unemployment among them.

(2) At present middle-class Bengali boys receive an education through middle schools, high schools and colleges which makes them suitable chiefly for clerical work. It does not stimulate his powers of observation or train him to take initiative nor gives him any technical skill.

(3) In the absence of proper facilities for earning a living by entering industry and commerce and the services which are at present closed to him such as the mercantile marine, the army and the navy and owing to the absence of large manufactories and workshops with facilities to obtain these with paid appointments in the superior grade, the Bengali boys are compelled to crowd round a few clerical posts which are open to them. A very few only earn a living by following the learned professions or educational service. But here also the competition is very hard and the living equally scarce.

(4) Competition from outsiders such as Madrassis, Panjabis, U.P. men and Beharis are daily growing stronger in Bengal while Bengalis are shut out from employments from other provinces even in Bihar and Orissa or Assam which originally formed parts of this province although Bengal has not yet shewn any tendency to exclude outsiders.

(5) The spread of education among the masses and especially among the Muhamadans and other backward classes are increasing the number of persons who are only fit to do the work of clerks. These people did not seek such employment but used to stick to the callings or professions of their fathers.

(6) The middle-class Bengalis are hard hit by the present economic condition of Bengal. The standard of living has greatly risen and the price of commodities and of labour have greatly increased in value.

For immediate relief I would suggest the exclusion of the outsiders from Bengal, the training and absorption of Bengalis into higher grade services in all existing factories and workshops and the opening of new careers for Bengali boys in the army, the mounted police, the navy and the mercantile marine.

For permanent relief I would unhesitatingly urge that in addition to the immediate remedies suggested above an outlet should be opened into industry and commerce. This will certainly take time and the Government will have to take up this work in right earnest. The present system of education will have to be altered and in its place a system of education involving technical training introduced. A far wider spread of medical education, agricultural education, electrical engineering and mining education and the introduction of marine engineering, navigation, military training and training in other technology and commerce will remove permanently the present state of affairs.

Unless these avenues of employment are opened to Bengalis and with the prosperity of the country the number of appointments are increased gradually, stagnation is inevitable.

Dated Barisal, the 11th August 1923.

From—THE HON'BLE CHOWDHURY MUHAMMAD ISMAIL KHAN,
Chairman, Bakarganj District Board,

To—The Secretary, Unemployment Committee, Bengal.

1. **Causes.**—The following are the causes of present state of unemployment among educated middle-class Bengalis:—

(i) Peculiar social customs and habits inherent in the middle-class Bengalis, which make them prefer desk or other sort of work which does not entail manual labour. General inaptitude for industrial pursuits which they consider derogatory to adopt and consequent indolence and idleness resulting, in lack of sense of responsibility and duty towards himself and towards the public and also want of the desire to culture habit for independent living.

(ii) (a) Want of vocational or special education in schools that makes a man earn his bread, improve the economic conditions of his country and thus makes himself really useful to the society.

(b) Want of religious training in schools, making people Godless, dishonest, immoral and consequently irresponsible to the society and to the public.

(c) Lowering of standard of higher education with consequent increased out-turn of passes resulting in greater disappointment at future to get employments suitable to their higher education.

(iii) Want of a public bureau for information about employments, particularly in railways, private firms and factories and public offices, and also want of information about exploring new fields of action as means of culturing enterprising habits.

(iv) Financial difficulties, being particularly felt owing to mode of living and conservative ideas of life. Rise in the prices of the necessities of life has made their lot much harder.

2. **Remedies.**—The following remedial measures are suggested:—

(i) (a) Until there is sufficient industrial development in the country for providing employments to all people, all appointments in public offices, railways, steamer companies and also, as far as practicable, in private firms and factories should be made by a strong and representative committee or a number of committees to be appointed by Government with a view to see that a major portion, if not all, of the appointments are given to the educated middle-class Bengalis, a number, not exceeding the proportion of their population, being also given to the Anglo-Indians. The committee should include some representatives from mercantile firms, chambers of commerce, etc., for the purpose of regulating the appointments in private firms, etc.

(b) Retrenchment of salaries of highly paid officers with a view to increase the number of low paid officers and servants for provision of middle-class men.

(c) Stopping of bribery to public servants and officers with a view to equalise wealth.

(d) Wider circulation of hoarded up capital by floating of joint-stock companies on co-operative system.

(e) To lease out freely Government lands to educated middle-class Bengalis, the conditions being not repugnant to their ideas and customs, to enable them to divert their energies to agriculture, industries, etc.

(ii) (a) Social reformation with a view—

- (1) To minimise the condition of dependence among family members and to instil a sense of responsibility and duty both to God and men.
- (2) To discourage early marriage. etc,
- (3) To encourage people to take to those lucrative professions and business which are now the monopoly of lower class people.

(b) Religious and moral training as a part of the curriculum in all schools.

(c) Establishment of a sufficient number of technological institutions in various centres for vocational and technical education, not only for making the people fit for employment in various departments, factories, etc., but also for manufacturing all necessities of life.

(d) Some vocational and technical training in all High English Schools including Government Schools.

(iii) Establishment of factories for manufacturing various necessities of life, including medicines, etc., with public money on Government guarantee, with Indian labour and management.

(iv) Establishment of farms in various centres for producing raw materials with Indian labour and management, to be required for manufactures in the various factories.

Dated Rajshahi, the 14th July 1923.

From—S. N. BOSE, Esq., Superintendent of Industries, Jalpaiguri Division,

To—The Secretary, Unemployment Committee, Bengal.

With reference to your letter No. 626 U. C., dated the 28th May 1923, I beg to submit my opinions on the question of unemployment among the educated middle-classes in Bengal.

1. The causes of the present state of unemployment among the educated middle-class Bengalis—

(i) Those inherent in the members of the classes—

- (a) General disinclination for doing manual labour though the idea is gradually disappearing in cases where there are better prospects.
- (b) Going up for general education without any definite future aim.
- (c) Early marriage and consequent family burden which compels one to seek for service with steady income at the very beginning of his earning life.

(ii) Those resulting from the existing system of training and education open to the members of the classes—

- (a) The present system of education gives no business and technical bias.
- (b) Insufficient room for medical, technical and other professional education.
- (c) No room for naval, military and nautical training for recruitment of officers and also for marine engineering training.

(iii) Those resulting from absence of information as to any but a few well known fields of employment—

None—I do not know of any case where supply is less than demand.

(iv) Those resulting from the financial state of the members of these communities—

(a) The educated middle-class have very little savings and consequently they can not take to any business pursuits even if some of them may have proper business aptitude.

(v) Others—

(a) The most important of all causes is the disruption of rural homes due to higher standard and increased cost of living and bad sanitation.

(b) The middle-class land-owners finding their small income accrued from lands, etc., insufficient to meet the increased cost of living now merged into the educated middle-class and a large number of lower class people by virtue of their thriftiness and cheap education has merged into the educated middle-class consequently there is a large increase in the number of the educated middle-class.

As for the remedial measures I would suggest the following:—

(i) For the immediate relief of the unemployment of the educated middle-class Bengalis—

(a) Indianisation of services both in railways and Government appointments.

(ii) For the prevention so far as possible of an aggravation of the present state—

(a) Creation of a large number of medical, technical and industrial schools and colleges.

(b) Creation of institutions for military and naval training for recruitment of officers.

(c) The recommendations of Stores Committee should be carried into effect.

(d) The present industries by the people of the country should be encouraged by the Government by purchasing its requirements even at a sacrifice.

(iii) For the prevention of a state of unemployment in future—

Development of commerce and industries of the country by the Indians will solve the problem of unemployment in future and the following are *sine qua non* for their developments:—

- (a) Government should take all steps for the development
 - of various industries to work out the natural resources, of the country (1) by high protective duty, (2) by subsidy or (3) by giving guaranteed profit.

- (b) Government should give all facilities for building up Indian mercantile marine manned by Indian officers and monopoly for coastal trade should be given to Indians and Indian companies.
- (c) Gold standard reserve should be kept and invested in India for the benefit of Indian trade and industries.
- (d) The rates of inland freight should be revised and the interest of inland trade should not be over-looked for the benefit of export.

Dated Bogra, the 14th July 1923.

From—BABU PURNA CHANDRA ROY, Vice-Chairman, Bogra Municipality.

To—The Secretary, Unemployment Committee, Bengal.

Opinion of Municipal Commissioners of Bogra.

The principal causes of the present state of unemployment among the educated middle-class Bengalis and Anglo-Indians may be summarised as follows, according to the groups suggested in the letter under reply:—

1. (i) (a) Hereditary reluctance to manual labour.
- (b) False notion of family dignity and prestige.
- (c) Want of any training in manual work at home and at schools and colleges.
- (ii) (a) The existing system of training and education being chiefly literary, it precludes all ideas of trade, agriculture, manufacture, etc., in which success cannot be attained without a careful preliminary training.
- (b) Absence of training in practical science, arts, technology, etc., in our schools and colleges.
- (c) Flocking of pupils from the middle-classes for general education in the hope of getting a few coveted posts under Government or semi-Government offices and departments.
- (iii) Absence of information as to any but a few well-known fields of employment.
- (iv) Daily growing poverty of the classes in question—chiefly due to increasing expenses of living, heavy expenses for the performance of religious and social obligations (which often lead to the sale of landed property, homestead land, etc.) and to increasing charges for general but unproductive education and for “high style” of living in hostels and messes attached to schools and colleges.
- (v) (a) Want of honest labourers even at the present high rate of wages to do agricultural work under the supervision and on the lands of the middle-class men—such supervision work having formerly kept a large number of them well employed throughout the year.
- (b) Internal trade has passed entirely into the hands of the Marwaris in North and West Bengal, and Sahas and Banias in West Bengal.

2. The remedial measures may be suggested as under :—

(i) It is difficult to suggest any other immediate relief but a liberal enlistment of a number of young educated men of good physique and character in the regular army.

(ii) and (iii) (a) Establishment of a few more engineering and medical colleges at convenient centres in the province.

(b) Establishment of one or two medical schools in each division where there is none at present.

(c) Establishment of one or two well-equipped technological institutions in the province.

(d) Establishment of college and some schools for the scientific teaching of Kaviraji, Hakimi and Homeopathic methods of medical treatment.

(e) Arrangement for teaching applied Chemistry in well-equipped institutions where bleaching, colour-making, dyeing, etc., and working of many raw and at present useless materials into useful objects of trade may be learnt and practised.

(f) Arrangements for practical manual training in schools and colleges with a view to teach some useful art, and above all, to teach the dignity of labour.

(g) Establishment of a school at each district head-quarters aided by Government, the District Board and the Municipality for teaching agriculture, cattle-raising, goat-keeping, fish-preserving, etc., sufficient land being provided for the free scope of teaching the subjects practically to at least 20 students to begin with, in each school.

(h) Establishment of one or two institutions in the province for teaching commercial courses in all the different branches, and that of one small commercial school, if possible, in each district where the students may have an opportunity to deal with and in the principal produce of the soil.

(i) Arrangements for facilitating admission of apprentices to large commercial and manufacturing firms and Railway workshops.

Dated Dacca, the 1st September 1923.

From—A. N. MOBERLY, Esq., I.C.S., Offg. Commissioner of the Dacca Division,

To—The Secretary, Unemployment Committee, Bengal.

With reference to your letter No. 214-U.O., dated the 4th May 1923, I have the honour to forward herewith the following documents :—

- (1) Letter No. 3460, dated the 7th June 1923, from the District Officer, Mymensingh.
- (2) Letter No. 2590-L.R., dated the 7th June 1923, from the Additional Collector of Bakarganj, with enclosures.
- (3) Opinion of the Dacca District Moslem Association.
- (4) Opinion of the Secretary, Dacca People's Association.
- (5) Letter No. 3687, dated the 17th July 1923, from the District Magistrate, Faridpur, with enclosures.

- (6) Letter No. 874, dated the 30th July 1923, from the Honorary Secretary, East Bengal Landholders' Association.
- (7) Letter No. 1797, dated the 25th July 1923, from the Secretary, East Bengal Saraswat Samaj.

I understand that the District Magistrate of Dacca has forwarded his opinion direct to you. I asked the Vice-Chancellor of the Dacca University for his opinion, but although he promised to let me have it I have not yet received it. I am therefore replying without waiting any longer for it.

2. As regards the causes of middle-class unemployment among Indians the replies received touch on a number of points. Among the causes inherent in the middle-classes are their conservatism and the existing social system of caste and joint-families. There is an ingrained aversion to manual labour and to adopting the hereditary vocations of lower castes as a means of livelihood. Members of the middle-classes will undergo a course of manual training but in most cases they do so only with a view to qualifying themselves to employ or to supervise labour. It is probable that a very large proportion of them are by heredity physically unfit for heavy manual labour. The joint-family system furnishes innumerable examples of self-sacrifice, but it tends to cramp initiative in those who might otherwise seek to break away from tradition and it imposes a heavy burden on the more efficient members.

3. The chief defect of the present system of education seems to me to be that instead of developing the mind and intelligence and teaching a boy how to think and to study, it seeks to cram his memory with a mass of facts with the object of passing examinations. Facts and examinations are necessary concomitant of education, but an education which merely consists of the cramming of facts in order to pass examinations is worse than useless. The passing of the examinations however puts a hall-mark on those who pass them and not unnaturally causes them to set a higher value on their attainments than is, in many cases, really justified.

I do not meself know what little known fields of employment, which do not require either capital or special training are open, but I have little doubt that a single advertisement would attract numerous applicants.

5. Poverty among middle-classes is a result rather than a cause of unemployment, and the intention of this question is not very clear. It is doubtful whether, if some individuals had more money it would benefit the middle-classes as a whole. As a matter of fact some individuals have a good deal of money, but they are naturally loth to entrust it to inexperienced hands as an investment.

6. The problem of unemployment would be serious even if it were only necessary to find employment for members of what may be called the hereditary middle-class. But the middle-classes are continually expanding. Members of the lower classes who wish to raise themselves in the social scale seek to do so by becoming "educated" and passing the examinations which qualify for the usual middle-class occupations. Once they have acquired education, they and their descendants are lost to their own class and whether they obtain middle-class employment or fail to do so, the number of the middle-class unemployed is increased. The present time is particularly bad owing to the various consequences of the general depression of trade.

7. It is a comparatively simple matter to indicate a certain number of causes of middle-class unemployment: it is much more difficult to suggest remedial measures. Relief may be looked for in several directions. The best hope of immediate relief, if it were practicable, would be to increase the number of openings of the kind which are ordinarily filled by the middle-classes at present, so that the unemployed might obtain employment of the kind for which they are best fitted by heredity, education and predisposition. Unfortunately existing conditions, trade depression and retrenchment in Government departments, tend to reduce rather than to increase the number of such posts. The relief given by Indianisation of the services, even if the process were carried to its utmost limit, would only be small in comparison with the number of applicants for employment. The question of emigration presents peculiar difficulties, as India is not the only country which is faced with the problem of middle-class unemployment. There seems to be little hope that the problem can be solved on these lines alone.

8. The problem of unemployment in India, unlike that in most countries, at present only affects the middle-classes. Work could probably be found if the middle-classes would take to manual labour if they failed to find work of a more congenial kind. If they were to do so the agricultural and industrial development of the country might be hastened. But this would be a break from tradition which could only be made by the unemployed themselves.

9. I do not think that under present conditions much is to be hoped for from grants of waste land, even if there were considerably more waste land than is actually available. Such grants might possibly tempt the educated sons of cultivators back to their hereditary vocation when they had failed to obtain other employment, but it is more probable that they would have imbibed middle-class ideas as to the degradation involved in manual labour and that they would seek to become more middlemen or rent receivers; to grant land to those who had neither hereditary aptitude nor practical training would almost necessarily have that result.

10. Government might be able to do something to assist in industrial development, though hardly in several of the ways suggested. Public money could not justifiably be lent to inexperienced persons who wanted capital, and I very much doubt the wisdom of any attempt on the part of Government itself to start new industries. But Government might help by making enquiries as to the prospects of new lines of industry, by enabling approved companies to get land and by obtaining information. It is even possible that they might find part of the capital for certain pioneer concerns which offered a good prospect of success though in normal times such concerns would probably not find much difficulty in obtaining money in the open market. If Government found part of the capital of any concern it would be necessary that they should have a controlling voice in certain matters, such as the building up of an adequate reserve fund instead of the distribution of the entire profits in the form of dividends and power to insist that experts should be employed to deal with matters for which experts were necessary. But here again, it would not help the middle-classes much if they were only prepared to assist in industrial development as accountants or clerks or were to aspire to control labour without ever having worked themselves.

11. I think that it is desirable that the present system of education should be revised so as to consist more of development of the mind and character and less of cramming. There is room for more scientific and

technical education, which will fit young men to take part in industrial development when it comes, but such education will only supply a demand on the part of the employers and will not create one, and, as matters are at present, can easily be overdone. Something might also be done in the way of teaching small home industries which do not require much capital, but in so far as those connected with the preservation of articles of food are concerned, the difficulty of guaranteeing a standard might stand in the way of the products finding a ready market.

12. I have had no experience of unemployment amongst Anglo-Indians.

No. 3460, dated Mymensingh, the 7th June 1923.

From—J. R. BLAIR, Esq., I.C.S., District Officer, Mymensingh,
To—The Commissioner of the Dacca Division.

I have the honour to refer to your Memo. No. 2076-79J., dated the 14th May 1923, forwarding a copy of a letter from the Secretary of the Unemployment Committee. I received a letter from him direct before getting your letter and addressed the Secretary of the Anjuman-I-Islamia, the only recognised Association, and several individual gentlemen asking them to favour me with their opinions but none has replied. Dr. Ghose, Principal of the College, whom I addressed has replied to the Secretary direct.

2. The question of unemployment among middle-class Bengalis and Anglo-Indians is one on which it is very easy to talk generally and the diagnosis of the cause and the suggestion of remedies are both likely to be determined by prejudice and on insufficient data. I have not studied the question with sufficient thoroughness and my replies to the questionnaire will be extremely sketchy. I do not feel competent to deal even in general terms with the questions so far as they relate to Anglo-Indians.

3. We have been asked to group the causes of unemployment in a certain way but I find that the groups overlap and I do not think there can be any hard and fast division.

4. (i) **Inherent causes.**—The causes inherent in the middle-class are of two kinds—physical and mental. While Macaulay's picture of the Bengalis as an effeminate weakling is grossly incorrect, I do not think it can be denied that the middle-class man in particular is altogether unfitted for hard work in the open air in the enervating climate of his country. Thus many avenues of employment are closed to him.

The mental, or perhaps it would be better to say, the moral, characteristic which militates against the men of this class is the overwhelming temptation to play for safety—in other words a lack of initiative service—preferably under Government has hitherto been the height of their ambition.

5. (ii) **Educational.**—I do not think that the existing system of training and education is directly responsible for the unemployment of such large numbers of men of this class. Vocational training in my opinion is not a panacea. I would not go any further than to say that the high school and University have educated in a certain way large numbers who probably would not have found any employment in any case. They have not directly created the unemployed but have given

to them qualifications which have only a low exchange value. Indirectly however I am inclined to think that the form of education has been responsible. It has appealed to the element of snobbishness in the middle-class and has perhaps diverted energy which properly applied might have added to the sum of material wealth.

6. (iii) **Publicity.**—I do not think that the absence of information as to fields of employment is responsible for the problem. The problem cannot be solved by compiling one card index of unemployed and another index of vacant posts.

7. (iv) **Financial.**—Want of capital is not in itself responsible in my opinion for any considerable portion of the mass of unemployment. The simplicity of the wants of the mass of the people reduces the demand for the service of a class of small capitalists.

8. (v) **Miscellaneous.**—Among the other causes are to be considered those arising from social and religious conditions. I think that there is considerable significance in the fact that the problem in this country is that of middle-class unemployment. It shows that status is determined not by a man's economic circumstances but by the position occupied by his grandfather and remoter ancestors. It is possible that if there were a more free movement upwards and downwards in the social scale there would be less unemployment. The joint family system contributes to the stabilisation of status and therefore helps to shape the character of the unemployment problem. Another contributing factor is the mingling of oriental and western civilisations. Increase of population and the absence of a field for emigration are among other contributing causes.

9. **Remedial measures.**—(i) and (ii) I cannot suggest any measure for immediate relief of unemployed *bhadraloks* unless they frankly recognise they must cease to be *bhadraloks*. Colonisation or work on big road or river schemes suggest themselves as measures both for immediate relief and for the prevention of an aggravation of the present state.

10. For the prevention of a state of unemployment in future I suggest that higher literary and vocational education should be made more difficult to obtain. If primary education were encouraged it is possible that higher standard of living would be desired by the masses of the people and that they would strive to create more real wealth. Primary vocational training say weaving and agriculture might help but it would be necessary to impress upon all concerned the fact that they would have to work hard themselves in the first years of their enterprise.

From—BABU GANES CHANDRA DAS GUPTA, Senior Government
Pleader, Bakarganj,

To—The Additional Collector of Bakarganj.

**Opinion in the matter of unemployment among the educated middle classes in
Bengal, Indian and Anglo-Indian.**

Principal causes.—Under the old type of civilisation in India each village was self-contained and self-sufficient. Every village had its families of village priest, physician, blacksmith, carpenter, barber, washerman, potter, weavers, fisherman, architect (*gharami*), boat builder (*barai*)

cultivators, and lathials, or fighting men to keep off dacoits, and many other necessary classes, each pursuing his hereditary vocation without competition with others, or even with outsiders. The needs of the villagers were few and were easily met, "plain living and high thinking" was the ideal. Each group was absolutely necessary for the rest and each helped the others and all were thriving. With the advent of modern civilisation with its steam engines and factories and mills, competition from outside became keen, and the villagers were taught to indulge in luxuries which made them dependent on outsiders for their supply, and robbed them of their manhood, self-reliance, and independence of character. They soon found that money was the only thing needful, no matter how it was earned. All the necessities of life could be had without any effort to be useful to the other villagers, and it was not at all necessary for any man to qualify for any special profession or to cultivate any social virtues. He found that if he could secure money, he could cut off all connection with the village, and live in a town, and enjoy the lazy leisure of well-fed and well-mated animal as in a Zoo garden without any endeavour to acquire the social virtues which make for manhood. The effect of modern civilisation with the security it bestows upon hereditary property has been to create a lazy, unsocial middle-class, having no necessity for the acquisition of social virtues, but only bent upon learning the easiest method of getting rich without caring for the morality or social quality of the means adopted for such an end. This has broken the moral backbone of the middle-classes, Indian or Anglo-Indian, and as the habit of luxury, is also transmitted from father to son by example, and money is becoming more and more dear as the middle classes have ceased to help the community in production, bribery and corruption are rampant throughout the length and breadth of the land, particularly amongst these lazy and luxurious middle men, no matter what stations in life they occupy, with very few honourable exceptions.

During the first influx of modern civilisation the power to speak and write in tolerable English was enough to secure a capacity for earning money. But this state of things could not continue for long. As soon as the number of English-knowing men of the middle classes increased the power to read and write in bad English ceased to be a sufficient qualification for livelihood, and as in all countries, it has become necessary to reconstruct the social organisation of mutual help on modern lines. The old village system cannot be restored. It has gone for ever. The son of a lawyer or an engineer or a Civilian cannot be induced to go to his ancestral profession of a barber or a washerman or a blacksmith, however much one may cry for it.

Instead of a village divided into compartments helpful to each other we have got to deal with the whole of a country as an open field, with competitors from outside, claiming, nay, forcing them into recognition. It is useless to be blind to these facts and to try to restore the good old days. So the middle-classes should try to acquire the same qualifications which their fellow brethren in other civilised countries do in similar circumstances. They should learn to manufacture articles on large scale for competition with outsiders, and qualify themselves in a scientific manner to enable them to live by competition with outsiders. The University which up till now was a place for general education and prepared a few men for the three learned professions of law, medicine and engineering should now be equipped to train them in all kinds of scientific manufacture. Very few men can

afford to send their sons to go to England, Germany or America to learn the art of manufacture, and in most cases they come away baffled as the doors are shut to foreigners, and they are not allowed to learn the mystery. The University should take up the task of training these young men by having model factories attached to Colleges, and retaining qualified men to teach in actual manufacture and in the management of factories.

There should be model farms attached to village schools to teach agriculture in modern methods and also workshops attached to each school to teach elementary smithy and carpentry. Every student must learn one or other of these arts in a school before he enters a college, and every college should have a model factory attached to it, and the boy should select his college according to the particular branch of manufacture he wants to learn. This should be compulsory for all the students except for those who are competent enough to take a Degree course for any of those three learned professions of law, medicine or engineering. This to my mind is the only solution for the present situation.

The only kind of immediate relief I can suggest is to train the unemployed in some productive employment which will bring money in the course of training, such as farming, poultry rearing and the like.

A Note from the Dacca District Moslem Association.

In our opinion the primary cause of the present state of unemployment among the educated middle-class in Bengal lies in the defective system of education. The highest object of education now-a-days is to get an employment either under the Government or in some private concern. An although a limited few are fortunate enough in getting some suitable posts, a large number have to remain satisfied with a clerkship or some such office and drag a miserable life, toiling from morning till evening for a poor pittance hardly sufficient to make their two ends meet.

But those who do not obtain even such appointments and probably they form the majority, being tired, the miseries of candidature do generally become idlers and vagabonds but a few of them who have sufficient energy left yet do qualify themselves for the bar and ultimately join it only to face yet another disappointment.

The present system of education is more cultural than technical and it naturally produces a class of people dependent entirely on service for their bread. The supply of matriculates and graduates are disproportionately larger than can be provided for and when the supply is greater than the demand not only does their market value fall but a large number of them are naturally thrown out of employment.

The present system of education and the field open to the educated class make them less enterprising than the less-educated and sometimes uneducated merchants who generally earn more than many of their educated brethren. The university curriculum prepares our young men for no useful profession, they know no trade or art and are capable only of wielding their pen which make them suitable for service. But the most sad thing is that the sons of shop-keepers and bankers who might shine in their paternal profession do generally take a fancy in trying to rise in the social scale by taking to Government service or some such profession as of law or medicine. They imagine that a lawyer or an official is entitled to greater social esteem than an honest shop-keeper. The educational

system thus imbibes our young man with an inherent idea of servility and tends to incapacitate our youths for a commercial or industrial career. Most of them, if not all consider it beneath their dignity to run a shop or conduct a business than to serve as a petty clerk or to pin as a briefless lawyer.

Some people do feel difficulty for want of adequate information about the fields of employment other than the few well known ones. This may of course be removed by wide circulation about the different fields of employment open to the young men so that they may avail themselves of these fields.

— But after all it is a very difficult task if not impossible to give immediate relief to the unemployed as their number is already too large and is swelling every day.

Immediate steps should be taken to introduce technical education in schools and colleges so that students who do not intend to study in the general line may avail themselves of such course. But such technical education also cannot serve as an end in itself but is only a means to an end. In the course of a few years there may again be a large number of young men educated in technology, and the supply of such men may be much in excess of the demand, so that they may again have to run from door to door.

In order to obviate such difficulties it is necessary to find out some means of creating a demand for such men trained in technology. This can only be done by creating a field for their employment.

The resources of the country and its raw materials of which there is no scarcity may very well be utilised by opening new industries and starting mills all over the country. The finished goods and commodities manufactured in India by properly utilising its raw materials may be supplied to the whole civilised world and India with its cheap labour may easily compete in the world market in such commodities. The only elements wanting are organisation and capitals. If Government undertakes to supply these two there will be no difficulty in opening such industries. The capital may be raised by starting loans by the Government and the debts may be paid out of the profits of such industries. Such steps are taken by the Government in Japan to encourage infant industries and the same thing may be introduced here.

If indigenous industries are thus encouraged by the Government and fostered under its paternal care and protection it will give impetus to many enterprising men to start similar industries and many of the present unemployed young men and those who would get training in technology in the near future may be engaged in those concerns.

There are many who cannot make use of their qualifications for want of funds but they may also apply their genius in such concerns.

There is hardly any other way out of this difficult problem which is at present troubling the whole civilised world. And unless indigenous industries are thus encouraged and young men are trained to apply themselves to trade and commerce which alone can save the situation and uplift the starving multitude and the innumerable unemployed educated young men of the middle-class, discontent and disaffection in the country are likely to multiply and the situation may change from bad to worse.

In these circumstances we strongly recommend the introduction of the scheme above referred to in order to ameliorate the condition of the middle-class which is the backbone of the society.

From—BABU SARAT CH. CHAKRAVARTY, Secretary, Peoples' Association Dacca,

To—The Commissioner of Dacca Division.

A Note on the problem of unemployment among the middle-classes in Bengal and its remedial measures.

Replies to questions.

1. (i) The educated Bengali middle-class who are the greatest sufferers owing to unemployment, are generally not used to manual labours and to works which require hard physical exertion. They belong hereditarily to the literate and *intelligentia* class. It is only recently that young men of this class have commenced to change this habit and are not averse to undertake works requiring physical labour.

(ii) The present system of education is wholly unsuited to the requirement of this class. It is almost exclusively literary. Accommodation in the vocational institutions such as medical schools and colleges and engineering school and college are limited. Consequently whatever education our young men get, makes them seek clerical and similar services. The vast majority of the students getting education in schools and colleges remain unemployed besides host of those who do not get such education.

(iii) Want of information is also one of the causes of unemployment. Information about vacancies and employments are not available to the majority of those who require employment. It is mostly available to those who would not suffer on account of unemployment.

(iv) The poorer section of the unemployed are even unable to avail themselves of the very limited facilities for vocational and technical education on account of their poverty.

Remedial measures suggested :—

(i) By giving facilities to the unemployed middle class to take to agriculture. This may be done by leasing out Government khas lands, inducing landlords to lease char lands and by settling jungly and waste lands under Court of Wards. A large number of young men both Bengali and Anglo-Indian should be taken as paid probationers in Railways and Engineering Workshops and Postal, Telegraph and Forest Departments. They should also be taken as apprentices in the Marine and Pilot services.

(ii) If suggestions under head (i) be immediately adopted aggravation of the present state may to a great extent be prevented.

(iii) The system of education should be radically changed. Vocational education should as far as possible be imparted in High English schools, at least in important centres. There should be at least two technological institutions in Bengal, one in or near about Calcutta and the other at Dacca where a large number of boys of the educated middle-class may get training in many vocational subjects. The State should also come forward to aid industries for providing vocations to these young men.

The marine and pilot services should be opened to the Bengali middle-classes and for this young men should be given suitable training.

Facilities should also be given to Bengali young men to enter as apprentices in big engineering firms. For this purpose suitable boarding houses should be erected for their accommodation near about workshops and factories.

Greater facilities should be given for admission in the medical colleges, medical schools, engineering colleges, engineering schools and forest schools. With a slight addition to the staff of these institutions a much larger number of boys may be taken in. Hundreds of young men are refused admission in these institutions every year and they remain mostly unemployed and a burden upon the society. In the Dacca School of Engineering double number of boys may be admitted if a second section be opened. This would require only two additional teachers. The workshop is quite adequate for the additional number of boys. If an Electrical Engineering Department be opened in this school, it will add to its usefulness. The Dacca Medical School is another institution where also a double number of boys may be taken in if the rigid rules limiting the numbers be slightly relaxed. The Hospital is quite large and is capable of training much more number of boys. The same remarks may be made in reference to the Shibpur Engineering College, the two Medical Colleges at Calcutta and the Ronaldshay Medical School at Burdwan. The rules for admission in the Forest School at Dera Dun are too severe.

A Bureau for information should be established. Its function should be to supply information about vocational and technical trainings in various branches and openings for the unemployed. Its information should be very widely circulated through the press.

In filling up vacancies in all departments under the Government less attention should be given to "influences" and "interested recommendations".

The question of the unemployed is a very difficult one. It is giving trouble even to the richer countries like England. It should be tackled with great tact and at the same time with great promptitude. A discontented and unemployed middle class is always a menace to the State and to the society.

As for the Anglo-Indians, the causes and the remedies are almost the same with the Bengalis. They are a little less educated and perhaps a little behind in other respects also. At the same time their mode of living is more costly than the Bengalis. In this, they imitate the Europeans. So it is more difficult to provide the unemployed of this class than the Bengalis. They may, however, be largely drafted in the Engineering Departments and the Marine and Pilot services.

Dated Faridpur, the 17th July 1923.

From—G. P. HOGG, Esq., I.C.S., District Magistrate, Faridpur,
To—The Commissioner of Dacca Division.

Causes of unemployment.

I. Those inherent in the members of the classes.—*Caste and social restrictions.*—Though they are now gradually withering away yet prove a great stumbling block in the way of the educated middle-classes seeking employment elsewhere other than their home districts or any where outside Bengal. The original caste system based on the division of labour among the Hindus precludes them from taking to occupations other than the learned and semi-learned professions. A good caste Hindu

will always prefer to go in for penmanship than any other lucrative and useful profession involving manual labour. Of the higher castes, few can ever conceive of training their boys for a hide business or fish trade or laundry. Joint family system, early marriage and dowry system which are inseparably connected with the Hindu society in particular, are some of the contributory causes of the present state of unemployment in this province. Early marriage and the burden of maintaining family in the prime of their career make the Bengali youths home-sick and perforce leads them to be content with any humble employment that they may find near about their homes. This practice of early marriage coupled with the pernicious dowry system is disastrous to a spirit of enterprise being developed in the younger generation. The result is that all crowd in accustomed groves. It curbs the spirit of enterprise and self-reliance among its members and make them more or less dependent on the earning members resulting in a chronic state of poverty and financial embarrassment in the family. These are factors which tend to make the Bengalis less adventurous and enterprising than the youths of other countries.

The climatic conditions fostering the growth of indolent lazy habits, coupled with the poorness of their physique, and the deplorable lack of sufficient attention to their physical well-being, make the Bengalis less efficient and industrious in fields of hard sustained labour and more prone to peaceful and sedentary occupations. This also creates a general disinclination to manual labour.

Innate conservatism born of caste prejudices and social and religious custom in Bengalis in particular leading to a craving for a secure and easy livelihood such as penmanship afford.

II. The system of education (both secondary and higher) is too literary, narrow and one-sided. The education imparted by our schools and Universities hardly fits our youths for any other occupation than the learned and semi-learned professions. In the result, our educated youths have either to rush in for the Bench or the Bar, and in the case of Matriculates and undergraduates have no other alternative but to swell the ranks of clerks and teachers.

Technical industrial education is too ill provided for. The industrial aspect of the country is neglected and the latent resources for industry, agriculture and commerce remain unexplored. The rising generation have necessarily to flock in colleges for higher education in the general line. The crowding in colleges noticed at present, resulting in a large outturn of B.A.'s and M. A.'s is not a vice in itself. It is the symptom of a disease and not the disease itself. The dearth of vocational institutions and the absence of opportunities for training in ~~other~~ spheres are for the most part responsible for the present increasingly growing outturn of B.A.'s and M.A.'s.

Another defect in the system of education prevailing in our schools and universities, contributing to the wastage of man-power is the unconscious or sub-conscious premium put upon cramming. Originality is at a discount. Students grow accustomed to dependence upon others, either teachers or note makers for their ideas and thoughts. Enterprising spirit can hardly develop under this system of training.

III. **Absence of information.**—Lack of information about the various fields of employment, especially those in banking and commercial houses and military departments in and outside the Province contributes largely to the scramble for the easily accessible berths in the home province and aggravates the state of unemployment.

IV. Financial State.—The educated middle-classes in Bengal (not excepting Anglo-Indians) are not at all well off and practically live a hand to mouth existence. They have to keep a show of respectability and in most cases have to live much above their means.

(The obligations of joint family system and social conventions in the case of Hindus in particular, weigh heavily on their finances.)

Their modest income does not permit them to venture on an uncertain profession or to start any trade or business involving some outlay of capital which they could ill afford.

This financial stringency, in most cases, precludes the parents from sending out their boys abroad, for opportunities of better education and employment in foreign countries.

V. Other causes.—Neglect of agriculture is a potent cause of unemployment.

(a) This country must be proud of its possession of a vast field for agricultural pursuits.

The existing Land Revenue system of Bengal is a great handicap to the fuller utilisation of the land resources of the Province and indirectly retards the growth of a commercial and industrial spirit among the Bengalis.

The landed aristocracy and the wealthy members of the society are always more anxious to invest their money in land and are slow to make any investment in commercial and industrial enterprises. They are hardly disposed to make any improvements of their holdings and initiate more advanced and productive methods of cultivation or to start agricultural farms and the like on a commercial scale. Had there existed a free competition in regard to possession and ownership of land, a large number of enterprising youths could have of their own accord found productive absorption in agriculture.

(b) With the spread of ideas of democracy, a large majority of lower class Hindus and Muhammadans have been enabled to acquire some amount of education, which has resulted in the growth of false ideas of respectability among them. This has operated to bring on a general aversion to all manual occupations, followed by their forefathers, and has created an unhealthy desire to become "Bhadraloks" and to take to no other than clerical and learned professions, however humble and insufficiently remunerative they may be. This leads to the great rush for clerkships and teacherships, which in the absence of facilities for vocational and technical education, are practically the only avenues open to the majority of the educated middle-classes of Bengal.

(c) Preferential treatment to Anglo-Indians and Domiciled Europeans in Railways, Customs, Banks and European business houses sufficient number of Indians do not find employment there.

(d) Restriction on right of free immigration and settlement in British Provinces and Protectorates outside British India.

(e) Absence of protective tariffs for protection and encouragement of indigenous industries, retarding the growth of industrial and commercial concerns on a large scale.

(f) Want of State-aid to Indian commercial and industrial concerns.

(g) General trade depression, the aftermath of the war resulting in the winding up of many commercial concerns and loss of employment of a large number of Anglo-Indian and Indian employees.

I. Immediate relief.—(a) Creation of employment bureau, registering vacancies in all Government offices and other departments of the State and commercial and banking houses and giving facilities to enrolled candidates, in securing employment, irrespective of the distinction of caste, creed or colour.

(b) Unrestricted facilities for immigration and settlement in British possessions outside India and there should be reciprocity of rights and privileges as regards entry into and residence in British India as are accorded to persons of Indian domicile in other British possessions. Our objective to quote the words of the present Prime Minister of Great Britain, should be “to visualise the whole Empire as on single unit in which a man may feel that he is a fellow citizen to any other denizen of that Empire and that he is living and working to a common end”.

(c) Indian and Anglo-Indian capitalists should be made partners in European commercial and banking concerns and there should be a larger number of Indian shareholders and directors.

(d) Employment in larger numbers of Indians and Anglo-Indians in Railways, Customs, European commercial houses and banks in substitution for recruits brought out from Europe.

II. Prevention of aggravation.—(a) Facilities for vocational education and technical training. The standard of preliminary general education for admission into the vocational and technical institutes should not be higher than the Matriculation nor the training in such institutes be made very costly.

(b) Imposition of protective tariffs for the encouragement of home industries, especially in regard to specified indigenous products, till such time as they are able to compete with the products of foreign countries.

(c) Restricted export of raw materials for use of home manufactories and indigenous industries till they are put well in the saddle.

(d) Grant of State-aid to the Indian commercial and industrial concerns.

(e) The starting of agricultural farms and the like, under Government auspices and patronage, to facilitate the growth of private enterprises in this direction. The settlement of lands on easy terms for farming purposes to enterprising Indians and Anglo-Indians, may pave the way for the establishment of such farms on a large commercial scale and reduce the stress of unemployment among a large majority of the population.

(f) The present day education is largely defective. More direct methods of teaching and closer and more intimate association with the teachers in and outside school life, as obtaining in English public schools, to enable our boys to be more resourceful, self-reliant and independent in their ways of thinking and action, should be adopted in our schools and Universities. The system of cramming from books, which is too often encouraged under the system of examinations in vogue, should be altogether stamped out. With the introduction of the Reforms scheme and the possible merging of the interests of the Anglo-Indian community with those of the Indians, the problem of unemployment for the educated Bengalis may in the future be more acute and the educated Bengali with the education now imparted in our schools and Universities, will find it a tough fight to hold his own, as against the Anglo-Indian youth even in the small fields of clerical jobs. Our schools will have to

be modelled after the English public schools and will have to be manned by more qualified and better paid teachers, who will realise the sanctity of their task and prove to be real votaries of learning.

(g) The stoppage of preferential treatment in all employments on the basis of racial and caste distinction.

(h) Creation of an Indian Army and Navy (consisting of Indian and Anglo-Indian battalions) and recruitment of Indians for mercantile marine.

(i) More rapid and progressive Indianisation of the services. Reduction of pay of higher appointments in superior public services to be held by qualified Indians and Anglo-Indians alike, in place of the European recruits and the betterment of the prospects of the inferior services. Our country in its present state of administration, could ill afford to pay them on so liberal a scale as sanctioned for the European recruits, nor the reasons justifying this higher scale of pay in their case, apply to the case of Indian and Anglo-Indian recruits. By way of illustration we may mention the Anglo-Indians may usefully fill the ranks of Sergeants and other like posts of the Police Service in lieu of Europeans and the subordinate and inferior posts, e.g., constables and Head constables with better employments may be filled up from less qualified lower class Bengalis and Anglo-Indians in preference to up-country recruits. It will also improve the efficiency and morale of the constabulary.

(j) The removal of social drawbacks, inherent in the Bengali community in particular alluded to above, will depend on future social reform expected to follow the advancing tide of civilisation.

III. Prevention in future.—The remedial measures suggested above, as calculated to prevent aggravation of the present state of unemployment among the educated middle-class in Bengal (including Anglo-Indians) will if adopted as well prevent a recurrence of a state of unemployment in future. In conclusion, we should observe that what is necessary is that the environments and opportunities should be so shaped and moulded that the productive powers of the country's labour may find a natural and unimpeded inlet into all the various resources of the country's wealth, so that an automatic even distribution over all the spheres of activity may be ensured. The great business of the world has to be carried on, and there should be fully equipped and efficiently trained labour behind it. Artificial measures are worse than none. They will stunt natural growth and bring the country on the verge of ruin and its bold peasantry to decay.

No. 874, dated Dacca, the 30th July 1923.

FROM—BABU ANANDA CHANDRA ROY, Pleader and Zemindar,
Honorary Secretary, East Bengal Landholders' Association,

TO—The District Magistrate, Dacca.

With reference to your memo. No. 3371, dated the 25th May 1923, forwarding me a copy of letter No. 214 U.C., dated the 4th May 1923, from the Secretary, Unemployment Committee, Bengal, to the

Commissioner, Dacca Division, and inviting our Association's views regarding the present unemployment crisis among the educated middle-class Bengalis and Anglo-Indians, I beg to submit herewith our humble opinions, with a sincere expression of regret for our inability to send our opinions earlier, notwithstanding your repeated reminders, and with due apology for the delay which is due, not to any wilful neglect on our part in not complying with your request but to our unpreparedness till then, as well as the uncertainty in the matter of fixing the probable time of completion of the intricate and difficult task, kindly entrusted to our hands. Hoping to be excused for this unusual delay, we submit herewith our opinions in the matter of reference to us.

Opinions.

The question of unemployment which has become the cry of modern Bengal, had really begun to be felt long long before it was appreciated and when once begun and no preventive measures taken, it began to spread every year with a growing intensity and has at present reached its climax, a stage really alarming and at the same time critical. It can be termed the national calamity of Bengal, a fit appellation for the present situation if it at all admits of any appellation, as there are few houses of the middle-classes under question, very few indeed, that have not been affected by it. By middle-classes, we mean, the educated and the respectable classes, who by dint of their education and power, had hitherto been the ornaments of society and were the leaders and guides for all purposes. Invidious expressions of this affection showed themselves in a variety of active and passive forms, either, to speak in the language of the great political leader of Bengal, in "Constitutional agitation" or in seditious speeches or in anarchical movements, but they could not draw the timely attention of the Government until it was too late till the conflagration had spread throughout the length and breadth of India. It is with respect to this important problem of the day, with a special aim to ameliorate the condition of two important sects that our opinions are invited and our grave duty lies in finding out the underlying causes and also to suggest appropriate remedial measures to eradicate this evil which has become a menace to the Government, to the society, and to public tranquility as well.

From the different heads, suggested for guidance, into which the causes are to be classified and treated separately, it is clear that the Committee has judged the situation aright by coming to the conclusion that a combination of causes must have brought about the present situation. No single cause can be fingered out, and surely it is not also the work of a day. Imprecipite and insipid are their movements and progress, and hence they escaped early notice. Now in discussing the causes serially under the proposed heads, we wish to begin with the case of the middle-class Bengalis, first, who form the large majority and whose ins and outs and particulars we are better acquainted with.

First, among the inherent causes in the members themselves, our attention is primarily drawn to two very important systems within which this class is bred and brought up, viz., the caste system and the joint-family system. These systems, founded by the greatest master-minds of that time, one based upon the principle of division of labour and the other securing and sustaining the solidarity of the family-units, were once very good systems and served very useful purposes, but now

have fallen into decay and with modern trade and transport facilities as well as facilities for education, have turned out quite incompatible with the modern times. Human nature is progressive and if the existing systems are not modified and adapted to the new changes which time and circumstances are sure to bring about in course of time, their usefulness will be gone and positive evils will take their place. Take for instance the case of caste system : when India was the land of plenty, and knew no export of modern days, when the inhabitants were mostly uneducated and moved within and around their respective circles, having no transport or trade facilities by land and water, as both the road and boat-traffics were equally unsafe and caused unusual delay, its utility, then, by way of division of labour, was highly appreciated and it brought out good results, but now by standing as a bar to any change of profession or calling, necessitated by the influx or demand in any special branch of employment, the same useful system is doing injury rather than any good and is thus falling daily into disuse. What is the position of the joint-family system which once sustained the very life of the family itself, when the families were in constant danger from external attacks? Which strictly followed the principle of "Unity is strength" when that strength was badly needed? Now having a powerful Government at the back to protect, the necessity for jointness ceased, and the old beneficial joint-family system has lost all its charms, and has become, truly speaking, a system of dependency wherein the members generally are in the habit of depending upon the earnings of one efficient amongst them, while they ease themselves in idleness, nipping in the bud, the wholesome and invigorating spirit of "Self-help" irrespective of the question of internal family dissensions that usually break out when that earning which feeds the family, falls short and cruel want presses the family from all quarters. Thus with the loss of that spirit of self-help, which is the mother of that daring indomitable spirit of enterprise and invention, the members fall on easy prey to slavish imitation, a habit once formed is very difficult to shake off and which closing the door of Originality and Researches, leaves a man absolutely useless in his struggle for existence. In addition to these, there is another discouraging factor, inherent amongst this class the fear of social ostracism which prevents earnest students from going to foreign countries for education.

Next comes the question as to how far the existing systems of education and training are responsible for this dead-lock. It will not be the slightest exaggeration if we say that the modern system of education is hopelessly defective. What a deplorable sight it is to see that all the high institutions of learning are simply fostering cramming, instead of imparting sound education, they are smattering shallow knowledge and instead of producing brilliant scholars they are bringing out a set of rotten service-seekers. What good can be expected from the students that come out with a degree from these institutions? They do not, at all, provide for vocational and technical training. Few institutions of the kind stand isolated, no doubt, but they are very poor in number and are only meant for show as it were, standing sadly in contrast with the need of the country of them. While the demand for these kinds of institutions is very great, the University authorities are callous to these calls but they provide, instead, only for one kind of education, theoretical and elementary, and go on establishing and affiliating schools after schools to as large a number as possible while we already have enough of them.

Further, by making the examinations and tests of passing easy, and thus setting free an army of service-seeking students who were educated not for education's sake but for the sake of money-making and fit for only one kind of service they thereby hasten and aggravate the unemployment question. If one care to consult the University Calendars and statistical reports, he will be horrified at the increase of institutions and the number of students passed. Who can provide for this overwhelming congestion?

We have just dealt with the question of congestion, due to defective training and education. Had there been sufficient openings and outlets to remove the said congestion, the evil of unemployment would have been much minimised. In this respect also, due informations regarding fields of employment other than known fields, are wanting for the following reasons. From the spirit of imitation inherent amongst the members, having imbibed it during infancy, they have a natural tendency to walk overtrodden paths and do not seek out new, while garbed in the attire of shallow knowledge they fail to invent any new field and are also afraid to enter into it even if they can find it out. Bar is over-crowded, the profession of teachers is full, so also is the condition of medical profession. The engineering line requires ample funds which are unavailing. Every department is filled up. While religious intolerance, on the other hand, as well as want of funds, by discouraging ambitious youths from going into foreign countries for the sake of learning, seals the door of information about new fields of employment. True education as we have already pointed out is not imparted in the modern institutions: "Knock and the whole world will be open unto thee" is not the watchword of a modern scholar. Had it been so, with India's natural resources at command, her sons would not have suffered the pangs of unemployment, and new fields could have been created without going out side if only our Universities could have produced a set of such true "knockers".

Lastly, we are to consider the pecuniary condition of the class we are concerned with and its effect upon unemployment. It is a self-evident truth and is of special application in India, that those who have something to eat at home, do not go out of doors in search of employment. From the overwhelming number of the unemployed amongst this class, it is easy to gauge their financial position. This class, though possessed of best brains and best organising abilities, are wanting in funds and without capital no business can be organised nor can they go to foreign countries for higher education and specially for scientific training which can not otherwise be had within the country. When this class is individually poor, one can fairly ask "why do they not start joint-stock companies and open factories, etc., with joint-funds?" One word will suffice in answer to this. As wealth is power and has invigorating effect, so poverty, too, has a demoralising effect. It breeds dishonesty and dishonesty creates distrust amongst their own selves, and without that honesty and trust no business can succeed.

In conclusion we should add that the influence of western education which affected this educated class first, though afterwards slowly and gradually affected other communities too, raised their standard and style of living but did not enhance their incomes to a proportionate degree. The rich and fertile soil of Bengal which once supplied the daily necessities in sufficient quantity of this class and made them ease-loving and unfit for hard and painstaking works, when every member has some sort of landed interests, more or less, but enough

for his up-keep, is now unable to sustain them and to meet their expensive styles. Their families have increased, the price of foodstuffs and other commodities of daily use has become exorbitant on account of foreign exports, the country-made goods are beaten in their own markets by foreign competition and imports, this class were forced to run daily into debts. A large majority of them had already been totally grasped by the creditors and those who still outlived, are heavily and hopelessly in debts. Thus their situation has been rendered precarious. The wealth of the country is unequally distributed, one community is bloated, not by income from foreign countries and resources from the outside world, but by the destruction of their brother communities. The Mahajan class, for example, who are so bloated and into whose hands money is accumulated, are very niggardly and averse to spending, but those who have ideas and brains to work out industries are penniless. This want of economic harmony, want of harmony between supply and demand, production and consumption, that is the root of all evils. When this equilibrium is disturbed the result is chaos. Every department has certain capacity to hold and there is a limit to its increment. When that limit is exceeded, instead of any good, it is sure to bring out positive evils.

With respect to the remedial measures to be adopted by the Government for immediate relief of the unemployed, our humble suggestion is that an appeal for funds should be made to the public while the Government should stop expenditure in all branches except those in which it is urgently needed and only to the extent of essential necessity. Ideas of extensions in existing departments should be thoroughly discarded unless they are fruitful sources of income, affording rooms of employment for the unemployed as well. The terrible War had wrought a havoc upon the financial condition of the Government and although the Retrenchment Committee has been doing all they can, we, too, suggest that until the unemployment question is settled, the Government should also strengthen its purse by withdrawing the funds granted to public institutions for public purposes, at least, such portion of it that have not yet been spent up but are still lying in their hands for future use, and by thus amassing as much as it can by putting all its resources supplemented by public donations, it should finance new industries for which India is best fitted in consideration of her natural resources. The number of the unemployed should be ascertained and those industries should be filled up by them as much as practicable. We are not aware of how far this unemployment question has affected other provinces. The Government knows it best. If any province can accommodate this helpless set to some extent, the Government should remove the bar of the Provincial Regulations, e.g., "Behar for Beharees, Bengal for Bengalees" at least for the time being. It should as well slacken the rigour of emigration-bar and afford them facilities for finding out situations abroad, e.g., in South Africa, and Australia and so forth, protecting them from the ignominy of racial hatred. Also by curtailing high pays and distributing that surplus for the improvement of the condition of the unemployed, by controlling the profiteering of the monopolists and thereby putting down the price of commodities necessary for daily wants and by saving the infant industries from early destruction by levying protective Tariffs upon the imports, Government can alone save the situation. Without Government-backing no

good result can be expected, without Government patronisation no business can flourish, unless Government finance substantially no public institution can go on well, and without Government support no crisis can be got over. As the influence of a mother's eye in the well-being of the child is inestimable in value, equally great also is the value of Government supervision when the Government looks after the Public institutions with a paternal care. By opening up a large number of technical institutes and providing for vocational training as much as there is requirement for it, and by raising the standard of examination high and making thereby the test of a University degree hard and also by offering alluring high salaries abroad to adventurous students, the Government can stop the unemployment question from being aggravated. But in order to prevent the recurrence of this evil in future, a very cautious handling is necessary. All the causes heretofore noted and manifold others must be carefully sifted and considered and slow and steady reformation procedure should be started and the defects, wherever found out, should be removed. Rough handling and drastic changes should, as far as practicable, be avoided lest there will be a clamour. In doing this, the question of whole India should be studied and her natural resources explored, increasing thereby the national wealth of India. As India is the land of many climes as well as of many religions, due care should be taken to avoid any conflict of interests, due to diversity of caste and creed, and also to see particularly that no religious feeling is wounded by any innovation. But, howsoever encompassing provisions are made by the Government, its recurrence cannot absolutely be avoided. There will remain a likelihood of it in future but if the Government, like the "safety-valve" of an engine, keep an over-vigilant eye over every department, always keeping the question of economic harmony in view, the position will be one of a stable equilibrium, so that if at any time, it is disturbed it will be only temporary and will soon be set at rest and no practical harm will be caused thereby.

Lastly, the position of the Anglo-Indians, we sincerely believe, have been elaborately dealt with, by those thinkers who know them best and studied their history. With a poor experience of their habits and particulars, we desist from any long discussion about them. But from the very little we have seen and heard of them, we are led to believe that the only few departments, *e.g.*, Railways, Telegraphs, typewriting and European firms, that they have exclusive access to, having surpassed the equilibrium limit, has brought down unemployment amongst them too. It is with the extension of these departments that their congestion can be expected to be removed but the Government alone knows what a tremendously large amount of capital is required for the opening of a Railway, in which department only extension is possible. It is important here to note all the important Indian Railways were floated by English capital: native capital was unequal to the task and materials were also then wanting. The Government, before it recovers from the paralysing effect of that War, cannot be expected to do much in this line. Other branches, suitable to them, have a limited capacity and that limit had long ago been reached. Therefore as the number of Anglo-Indians is not very great, we consider that the Government can treat the unemployed of both the classes, Bengalis and Anglo-Indians, together, and employ them, without any racial distinction, in accordance with their qualification, fitness and adaptability, if in future new openings are provided for the relief of the former class.

No. 1797, dated Dacca, the 25th July 1923.

From—The Secretary, East Bengal Saraswat Samaj, Dacca,

To—The Magistrate of Dacca.

With reference to your office No. 3373-M., dated the 25th May 1923, I have the honour to submit the following opinion of our Samaj regarding the problem of unemployments.

Opinion.

The causes are grouped seriatim as desired:—

1. Middle-class people are generally conservative. They do not ordinarily like to take up professions or get a training for an avocation pursued by low-class people as a hereditary one. Thus a high class Kayestha or Vadya, not to speak of a Brahmin, generally, would hate the idea of taking to the vocation of carpenter, weaver, or a smith. High class Hindus cannot yet think of getting practical training in agriculture where the plough has to be driven by hand.

2. The existing system of education is responsible for general discontent for the following reasons:—

The lower classes want to rise. The higher classes must maintain their position. This can only be done through education. People think that every child has a right to a ticket in the lottery for high places. People want education for social advancement. If this bribe were withdrawn, the son of a cultivator would readily take to an education suited to him. As soon as a man embarks upon the course of secondary education or University educational career, he is permanently promoted—no matter whether he is clever or a dolt. No amount of education can make the idle fool, once educated, into a plough-driver. By the mere fact of education the sweeper is a clerk. Thus the present system of education can merely promote but not demote.

This system is also responsible for the over-crowding of the professions—the few that exist in our country.

3. Many a young man cannot even try for some of the fields of work for want of proper information. If a bureau of information is started for the purpose it will not only help the persons seeking for employment but also the employers themselves in securing the right type of men for the vacancies.

4. In some cases people cannot afford the expenditure, and some people do not like to risk an expenditure on uncertainty because the means of the middle-class people are in many cases very limited. They spend almost all they possess in education. So they have often to run into debt.

This refers to a considerably large section of the middle-class people.

5. Even those that are anxious for some sort of technical or industrial training cannot have facilities for this purpose. Certain firms would not take in Indian apprentices at all and even where Indians may have admission they cannot be admitted either for number-limit or for other reasons.

The remedial measures suggested are enumerated below:—

(1) Immediate relief does not seem possible for want of adequate openings. There are now many people unemployed who had been formerly employed in the Railways and were out of employment in connection with the strikes. These people may easily be provided in the

Railway though it is understood that the Railway department is also trying to effect economy by retrenchment.

(2) Unless trade and industry of the country develop very widely the present state cannot improve. This depends on the co-operation of the people of the country with Government.

Government may grant industrial loans at nominal interest to educated youths willing to start a commercial business and agricultural loans to those who may like to start with cultivation of the uncultivated lands yet available in Assam, Sunderbans and in the various districts of Eastern and Northern Bengal.

The proposed retrenchment in Government departments on the recommendation of the Bengal Retrenchment Committee is most inopportune at this stage. If really indiscriminate retrenchment were carried out, discontent would be serious and threatening because Government will then have to deal with not people unemployed but people thrown out of employment. This needs serious consideration.

(3) This item does not need a separate reply.

Dated Narayanganj, the 14th June 1923.

From—The Honorary Secretary, Narayanganj Chamber of Commerce,

To—The Commissioner of Dacca Division.

I have the honour to reply to our letter No. 2080-81, dated the 14th ult., with a letter No. 214-U.C., dated the 4th May, attached. I am directed to observe that, in regard to the problem of unemployment among (a) The Anglo-Indian middle-classes, and (b) the Native middle-classes of Bengal, the views of this Chamber must to some extent be limited to the standpoint of employers in the trade it mainly represents, that of the jute industry. The subjects of unemployment and remedies for its relief has previously occupied the sympathetic consideration of the Chamber and it was found difficult then, as now, to arrive at any satisfactory solution of the problem. After further discussion my Committee now direct me to reply as follows:—

(A) **The principal causes of the present state of unemployment among—**

(1) *Anglo-Indians*, are—

- (i) (a) Lack of ambition and the attendant propensity for hard work (manual work).
- (b) Lack of adaptability in difficult circumstances.
- (c) Moral slackness (dishonesty).
- (ii) Absence of well organised labour bureau and similar institutions.
- (iv) Susceptibility to the influence of interests other than those of their employers (bribery).

- (v) (a) The position of the Anglo-Indian is unfortunate in that he fills the gap between the European and the Native, and the reasons stated above, (i) (a), (i) (c) and (iv), it can perhaps be understood that a native on a lower salary is often employed in a position which in more favourable circumstances would be filled by an Anglo-Indian.
- (b) Supply far in excess of demand.
- (2) *Bengalis of the middle-classes, are—*
- (i) (a) Distinct repugnance to hard work (manual).
 (b) Lack of adaptability and initiative.
 (c) The joint-family system among Hindus, which is conducive to slackness and dependence for subsistence upon others.
 (d) Dishonesty and complete absence of loyalty to the employer.
- (iii) (a) Totally unsuitable education which promotes a distorted sense of capability and superiority.
 (b) Lack of vocational training.
 (v) Insufficient vacancies, supply far in excess of demand.

My Committee would emphasise the reason (iii) given above, which in their opinion is mainly responsible for much of the present unemployment. It is noticeable that with but few exceptions the senior and responsible posts, throughout the trades represented in this Chamber, are filled by men of plain and sound education who have started their careers in a humble position while repeated trials of young men with academic training have rarely met with satisfying results.

(B) Remedial Measures—

- (i) From the foregoing causes the difficulty in suggesting practical remedies can be easily appreciated and my Committee regret they can see no prospect of immediate relief. The chief hope would appear to lie in a general improvement of trade.
- (ii) My Committee again regret they can offer no practical suggestion.
- (iii) (a) The introduction of a new system of plain education and moral training.
 (b) Subsequent vocational training.

Dated Talla, the 18th September 1923.

From—RAI KRIPA NATH DUTT BAHADUR, Chairman, Cossipore-Chitpore Municipality,

To—The Secretary, Unemployment Committee, Bengal.

With reference to your letter No. 89-U.C., dated 3rd May 1923, on the subject of unemployment among the educated middle-classes in Bengal and the Anglo-Indian middle-classes, I have the honour to submit the

following answers to the questions attached to your letter. I need not say that the subject is one of the most difficult and complicated of social problems:—

1. **Principal causes of the present state of unemployment.**—(i) *Causes inherent in the members of the classes.*—(a) The educated middle-classes of Bengal are as a rule ease-loving and unaccustomed to any hard manual labour and they dislike or are incapable of work requiring sustained physical exertions. The custom and religious injunctions alike of those educated men who are Hindus prevent them from doing certain lucrative professions and trades. For instance, the sons of Brahmins, Kayasthas, Vaidas and other upper class of men will rather starve than like the profession of a shoe-maker or dealing in live stocks including swine and even the upper class Muhammadans are not quite free from prejudice in respect of certain trades and professions.

(b) A major portion of them is disinclined to leave home and seek for livelihood in foreign countries or in other parts of India even. This fact will be apparent even to the most superficial observer who has seen Calcutta and other Indian towns outside Bengal, while in the former people from all parts of India can be seen at a glance, and the number of foreigners are seen to be disproportionately large in the towns outside Bengal, very few and in some cases only a sprinkling of the natives of Bengal are visible there.

(c) The educated people like literary calling. For instance, they like the callings of teachers, professors, clerks, pleaders, doctors or higher executive or judicial service better than any calling of mechanics. The professions of mechanics and artisans are looked down upon as suitable only for persons of inferior classes. As the requirement of the country for persons under the above professions is much less than the number of persons who prepare themselves for those professions and as the number of the educated is being every year swelled by the large number of youths which our schools and colleges are sending forth every year, the proportion of unemployment is steadily increasing and people who are not fit for any other calling than those mentioned above are left to choose for themselves as best as they can do.

(ii) *Those resulting from the existing system of training and education open to the members of the classes.*—The existing system of education only prepare literary men. The object of the existing system of education appears to have been and it still is to some extent to teach the people of the country the thoughts and learnings of the West and also with a view to train men who could be of some help in carrying out the administration of the country. The people had and still have a craving for academic learning not only because such learning won for them general respect and admiration which formerly used to be the monopoly of the scholars of Indian system of learning but it at first also secured for them good situations or income under Government.

As the number of such men increased, the openings to livelihood from that system of education gradually became narrower. The legal, the medical and the clerical lines which were mainly followed by such men have all become overstocked. The uneducated classes earn a good livelihood owing to the expansion of commercial works like mills, railways and similar Government and private works. They in their turn instead of sending their sons to factories for being trained in the

particular profession they themselves follow, send them to schools and colleges in which the sons of the educated classes are sent in order that they may be called *Bhadraloks*.

The system of the education is such that if they do not succeed in the few lines open to them they are doomed to starve as they are unfit for other works.

(iii) *Those resulting from the absence of information, etc.*—At present the fathers and guardians are ignorant as to what sort of instructions should be given to their sons in order to fit them up for some profession and the sons are accordingly trained only in the few well-known fashionable lines available.

(iv) *Those resulting from the financial state of the members of the Bengali community.*—The educated middle-class Bengalis generally have neither capital nor credit and accordingly they are unable to engage themselves in the smaller industries or trades which require capital or credit.

(v) *Others.*—Under this head I put down the two following causes for the present unemployment amongst the middle-class and poorer class Bengali *Bhadraloks*:—

- (1) The devastation caused by malarious fever and other diseases in the majority of districts in Bengal during the last 25 years and the idea of comforts created by Western education among the *Bhadralok* class have attracted a large percentage of population to abandon their rural lives and agricultural occupations and to come to Calcutta and its neighbourhood for occupation and thereby swell the ranks of the unemployed to a large extent.
- (2) The employment of Beharee men of the United Provinces and even Madrasis in mercantile offices and various departments of Government such as Police, etc., in Bengal, is inconsistent with the present state of unemployment and tends to aggravate the situation. The people of those Provinces are, it is true, generally of better physique than an average Bengali but there are many Bengali youths who are not in any way inferior to the youths of other Provinces.

2. Remedial measures for immediate relief—

- (a) The opening of technical schools.
- (b) Granting by Government financial assistance and bank credit to approved small industrial concerns under proper safeguards.
- (c) Stopping further employment of non-Bengalis in the Police and other departments of Government.
- (d) The creation of an Employment Bureau through which informations regarding all fields of occupation, etc., may be published for general information and where people can call and get informations regarding any subject of employment.

Prevention as far as possible of an aggravation of the present state of unemployment.—

- (1) A change in the present system of University education and the introduction of industrial and technical education for a certain percentage of boys in all public schools.
- (2) Provision should be made for taking apprentices in all industrial workshops and scholarships should be granted by Government in such workshops to young men to learn electrical and mining engineering and other industries.
- (3) A few schools ought to be opened for training young men to prepare themselves for taking up commerce or trade as their profession.
- (4) The employment of educated Indians in the Marine and Railway Departments.
- (5) As India is an agricultural country, steps ought to be taken to teach in all village schools the science of agriculture.
- (6) Facilities ought to be given to educated Indians by Government and big land-holders for cultivating uncultivated lands.
- (7) Vigorous steps ought to be taken to improve the sanitary conditions of the districts of Bengal to enable a large percentage of educated and capable men to live in the districts and attend to agriculture and other pursuits in the villages.

The prevention of a state of unemployment of these classes in future.—The remedial measures suggested in the foregoing paragraphs of this report if adopted would, it is believed, tend to minimise the state of unemployment of the educated classes in Bengal in future.

As regards the Anglo-Indians, I have no special knowledge and I am accordingly not in a position to express any opinion.

Dated Burdwan, the 30th October 1923.

From—RAI TARA PRASANNA MUKERJEE BAHADUR, Vice-Chairman, District Board, Burdwan,

* To—The Secretary, Unemployment Committee, Bengal.

With reference to your letter No. 45 U.C., dated the 3rd May 1923, regarding the question of the present state of unemployment among the educated middle-class Bengalis and Anglo-Indians and the remedial measures thereof, I have the honour to send herewith a copy of resolution of the Special Committee of this District Board, held on the 17th September 1923, formed under resolution IX of the ordinary meeting of the District Board, dated the 28th August 1923, in the matter for your information.

I beg also to say that the proceedings of the said Special Committee were subsequently confirmed by the District Board at their meeting, dated the 1st October 1923.

Minutes of the Proceedings of the Special Committee of the Burdwan District Board (formed under Resolution IX of the ordinary meeting of the District Board, dated the 26th August 1923) held on Monday, the 17th September, 1923, at 2 p.m.

Present :

- (1) Raja Maniloll Singh Roy, C.I.E., M.L.C., Chairman.
- (2) Rai Tara Prasanna Mukherji Bahadur, M.L.A., Vice-Chairman.
- (3) The Subdivisional Officer, Sadar.
- (4) Rai Amulya Chandra Mitra Bahadur.
- (5) Kazi Newaj Khoda.
- (6) Moulvi Abdur Rashid .
- (7) Lieutenant Shaileshwar Singh Roy.
- (8) Babu Jatindra Nath Chaudhury.

The question referred to, to this Committee, of the present state of unemployment among the educated middle-class Bengalis and Anglo-Indians and the remedial measures thereof, was taken up for consideration.

Read before the Committee the opinion expressed on the subject by the Subdivisional Officer, Sadar, and Rai Amulya Chandra Mitra Bahadur and also a note of the Chairman, District Board, made in his individual capacity.

Resolved as follows:—

1. (i) **Causes inherent.**—There is a great difference between the unemployment prevailing in England and that in Bengal. In the former country it is the unemployment of the skilled hands while in the latter it is the self-imposed unemployment of unskilled, inexperienced, “raw” hands who have had no employment whatsoever. The problem is therefore of a more baffling nature here to admit of any immediate solution. The difficulty becomes immensely greater when it is seen that a lack of initiative, energy and enterprise and a chronic want of self-confidence and a fetish of insufficiency of funds have been eating into the vitals of the educated middle-class. The Bengalis are certainly a very intelligent people. But intelligence alone cannot make up for these. Neither can honesty nor capacity for physical hardships. They must go together to ensure a sound business. Proofs are not lacking to bear this out. With the sterling assets of hard labour, honesty and shrewdness many persons of both middle and lower classes have been plying a successful trade throughout the province. This point should never have been lost sight of by our educated but unfortunate young men before they found themselves literally starving.

(ii) **Training and Education.**—As a matter of fact, the present system of university education makes the educated middle-class totally unfit for earning the bare necessities of life when they leave their colleges.

For this they are not at all to blame. The onus of responsibility lies with their fathers and guardians into whose shoes their "young hopes" automatically step in and with whom the idea unfortunately still persists that the university degrees are all self-sufficing to make a people materially independent. They are too lackadaisical to upset the existing order of things or to introduce new elements into them, as for example, vocational trainings which in all other countries enjoy a much more important position than pure literary education.

(iii) Informations wanted on some small but paying industries.—It is therefore high time for the Government to come to the aid of the poor middle-class who are so much in need of expert advice in order that they might earn a living without becoming encumbrances to their relatives. There are many industries which but for necessary informations on them are being left unexploited, *e.g.*, manufacture of office stationery; of comb and button; washing soap and sealing wax; covers and cardboxes; hand-made papers and paste-boards, etc., which can at least afford a temporary relief. Exhaustive informations on dairying and poultry-keeping, stock-raising, vegetable, fruit and fish culture are also not, if ever, well ventilated. These and others of a like nature do not require any great technical skill, but can offer to willing hands a decent living.

(iv) Causes economic.—It may be said that they would call for a good capital outlay for their development. But we think that with the possible exception of dairying they do not require a large share of ready cash (which the poor middle-class do not possess) and that a dozen of our young men with a purse of Rs. 100 each may make a successful start in business life. It cannot be too often repeated that even a ton of money without business aptitude and acumen to back is altogether inert and ineffective.

(v) Other causes.—Obviously, money alone is not the golden key to material success. There is yet much that is pure dross in the strata of our society which has to be regularly sifted. We allude to that false sense of self-respect which invariably acts as a deterrent whenever any body wants to explore some avenues lucrative but decreed "untouchable" by the society. Tanning is an instance to the point. Others are fish and egg, boots and shoes, poultry and live-stock, etc. They are certainly very paying but our graduates and under-graduates dare not handle them for fear of excommunication. With this drawback goes together that acute aversion to manual labour—an aspect of the question which merits very serious consideration at the hands of the Government. The Anglo-Indians are, however, in this respect on a much better footing than the Bengalis. If they are practically disowned and ostracised by the "pure" Europeans, they are not by their own community, and as they realised earlier than the Bengalis the unreliability of purely literary education, they took to pits and workshops, railways and telegraphs and they can moreover turn their hands any way they like without the nightmare of ostracism hanging heavy above them. They have only to rely more on themselves than on anybody else to settle their own difficulties which do not seem to be insurmountable.

2. **(i) An immediate relief.**—Though all the unemployed hands cannot be immediately employed, much of the present-day breaking-point tension may somewhat be relieved if the Government of Bengal could

provide some of them with suitable jobs, not in their offices, which is evidently impossible, but in out-door works. It may be suggested that the Government be pleased to start a net-work of agricultural and farming associations all over the province, *on a limited liability basis*, the shareholders to be recruited from the unemployed middle-class who will have to contribute a fixed amount in shares and to act as working partners under the direct supervision of an expert officer responsible to the Government. The contributors to get a fixed monthly allowance *plus* a 20 per cent. or thereabout profit on their outlay. They should be made "to do the things" for themselves according to the instructions of the supervisor. Those who do not like hard manual labour may be allowed labour hands to be maintained solely by themselves. But this should be discountenanced as tending to a demoralising effect among the more healthier sect. Cultivation of jute, cotton, rice and grain and sugarcane; dairying and poultry-breeding; fish culture in the many ponds and *beels* abounding in villages; vegetable and fruit (such as plaintain and papaya which yield a rapid outturn) growing, etc., may be taken in hand. During slack times the share-holders to busy themselves with small industries which might be operated on in-doors. Necessary informations on these may very well come from the Director of Industries.

(ii) Prevention of an aggravation of the present state.—And the immediate causes leading to unemployment has to be counteracted to conduct the middle-class to a more satisfactory financial position. With this in view only the brilliants should be allowed to the post-graduate classes. For some time to come at least Law classes should be tabooed. There should be substituted industrial, commercial and technical education which can enable their votaries to eke out a living as soon as they will have begun their struggle for existence. Roorkees and Shibpurs, Jamalpurs and Kanchraparas and Seerampurs to be multiplied. Medical schools with larger accommodation to be started in every district, as also institutions imparting a working knowledge of technology for manufacturing commercial products which can easily find a ready market. Commercial geography, especially of India, agriculture, weaving and sericulture, practical and theoretical, to be included in the curriculum of secondary education. These recommendations, if carried out, may, to a great extent, prevent an aggravation of the present state of unemployment and consequent economic ruin of the educated middle-class.

(iii) Prevention of a state of unemployment.—From this it naturally follows that provided that the now idle hands work with a will having the sole object of becoming useful members of their society, the prevention of a future state of unemployment among the class in question comes within a possible reach of attainment. When skilled hands are available willing "to do or die," the prospect of the country becomes hopeful. To ensure this the Government should be more active to bring home to this community the inefficiency of the nature of education its members have been receiving at present. Let the University be re-organized drastically. No more 80 per cent. passes in Matriculation or 50 in I. A. Neither pure literature in any curriculum. Let commercial, technical and industrial education be the slogan. That way lies the economic salvation of the middle-class educated young men. They want to be set on the right track by the Government and to be guided by them successfully to a happy destination. This they can rightly expect from an admittedly sympathetic Government.

Dated Narikeldanga, the 4th October 1923.

From—BABU SASI BHUSAN MITRA, L.M.S., Chairman, Maniktola Municipality,

To—The Secretary, Unemployment Committee, Bengal.

With reference to your letter No. 90 U.C., dated the 3rd May 1923, inviting the opinion of the Commissioners regarding cause and remedy of unemployment, I have the honour to inform you that the matter was placed before the Commissioners at their meeting, held on the 25th September 1923, when they were pleased to pass the following resolution:—

“Resolved that the report drawn by the Vice-Chairman be approved and reply be sent accordingly.”

REPORT.

Opinion regarding Cause and Remedy of Unemployment.

Unemployment among the educated middle-class in Bengal.

We are not in a position to express any opinion on the question so far as it concerns the Anglo-Indian community, in as much as we are not conversant with the habits, customs, education and their difficulties and condition of life, etc., of this class of our people. The following observations refer only to the educated middle class Bengalis:—

Question 1.—The principal causes of the present state of unemployment among the educated middle-class Bengalis:—

Preliminary.—The educated middle-class Bengalis may conveniently be divided into the following six classes for the purpose of the present enquiry:—

- (1) Graduates and undergraduates of the Calcutta University, other than those who have qualified themselves for some profession, viz., Law, Medicine, and Engineering.
- (2) Graduates of the same University in Law.
- (3) Graduates of the said University in Medicine.
- (4) Graduates of the said University in Engineering.
- (5) Graduates of European Universities, specially British, qualified for professorship, etc.
- (6) Those who have obtained technical education in foreign countries such as Japan, America, Germany, etc.

Educated Bengalis of the classes (3), (4), and (5) mentioned above scarcely lack employment and we may therefore exclude them from our consideration. It is the remaining three other classes with whom we are concerned.

1. (i) **Those inherent in the members of the classes.**—(a) Their general aversion for hard labour other than intellectual, as a consequence of defective education.

(b) They have no access to many Government employment which are practically reserved for European and Anglo-Indians.

(c) A large number of employments under semi-public bodies such as Railways other than those managed by the Government, Port Trust, etc., are the monopoly of Europeans and Anglo-Indians.

(d) They have no access to many trades and professions which are the monopolies of Europeans and Marwaries and which they have no opportunity of learning.

(e) They have practically no access to the few factories and workshops in this country either under private or Government management.

(ii) **Those resulting from the existing system of training and education open to the members of the classes.**—(a) Total absence in the present system of education of such training as can enable them to earn their bread; the education imparted make them fit for nothing but clerkships and teacherships, with the result that the number of candidates for these posts is many times the number of the posts to be filled up.

(b) There is no arrangement for technical education or of any practical education properly so called in the present system of training.

(c) There is scarcely any provision for imparting education in mechanics, electric engineering, etc., and none for ship-building, locomotive, factory works, etc.

(d) The present system of training being purely theoretical creates in them a false idea of their importance which makes them look down upon all labour other than intellectual.

(e) Their education does not help them to obtain information as to the almost numberless varieties of businesses in which other people are earning decent income.

(f) By their education they acquire very little of useful information, their so called knowledge of history, logic, geography, mathematics may widen their intellectual capacity but are of little use in practical life.

(g) They have no opportunity of learning matters relating to banking, exchange, etc., necessary in commerce.

(iii) **Those resulting from absence of information as to any but a few well-known fields of employment.**—*Vide under (ii).*

(iv) **Those resulting from the financial state of the members of these communities.**—(a) By far the greatest portion of the educated people in Bengal belong to poor families, whose parents or other guardians spend more than they can afford to do for their so-called education in the vain hope that they would earn large sums after completing their education. So they are usually too poor to meet the initial expenses for any business which they may wish to have recourse to—say, agriculture, gardening, small industries, etc. This is also the case with most people who have some technical education abroad and who cannot do anything for want of funds.

2. **Remedial measures suggested.**—(i) *For the immediate relief of the unemployed of the classes under consideration.*—There may be some relief if the Government allot plots of land fit for agriculture to fit candidates and give them all facilities including grant of loans on easy terms. This is to be done on a large scale, and if there be no sufficient land in the khas possession of the Government, it is to be acquired for

this purpose. The money necessary for such acquisition may be realised from persons to whom plots will be allotted by easy instalment extending over convenient period.

(ii) *The prevention as far as possible of an aggravation of the present stage.*

(iii) *The prevention of a state of unemployment of these classes in future.*—(a) The provision for a system of practical training. This can be done by establishing schools in which are taught, *practically and not theoretically*, the following and other allied subjects:—(1) agriculture, (2) gardening, (3) poultry breeding, (4) carpentry, (5) weaving, (6) pottery, (7) smithy, (8) modelling, (9) wicker works, (10) painting, (11) photography, (12) tailoring.

N.B.—Students should do these works and their expenses at school to be met out of the sale proceeds of the produce of their labour.

(b) Provision should be made for imparting practical training in small industries, such as, match-making, preparation of socks, guernsey, hat-making, making of locks, keys, etc.

(c) Provision should be made for imparting training in (1) factory works, (2) metallurgy, (3) ship-building, (4) locomotives and other allied subjects.

(d) Provision should be made for teaching applied chemistry and students should be taught *practically* how the raw materials of the country may be converted into finished products.

(e) Education as suggested above should be imparted to the majority of young men and those only should be admitted to the university for higher and theoretical studies who show special aptitude for them. For this purpose the Matriculation Examination should be very stiff and should be such as can not be passed by mere cramming.

(f) Factories, etc., should be established throughout the province in large numbers either at the cost of the Government or under its supervision and aided by it, in any case Government should encourage such establishment.

(g) The number of engineering and medical colleges should be increased and means should be devised for diminishing the present prohibitive expense for education therein.

(h) Large number of schools of the nature of engineering colleges imparting practical training, mechanical and electrical, should be established where less of theory and more of practical work should be taught. A portion of the students' expenses to be met out of the products of their labour.

(i) To issue periodicals at Government expenses furnishing information on various trades, business, etc.

(j) To continue for sufficient period the method of agriculture suggested in 2 (i).

(k) Arrangement should be made for advancing loans on easy terms to fit persons desirous of entering into a business and also for the control or supervision of such business until the loans are paid off.

N.B.—(1) These institutions should be managed by practical men of business and not by highly paid civilians and ultimately by the people of this province at any rate of India.

(2) Education should be imparted in Bengali as far as practicable to avoid too much unnecessary loss of time.

Dated Chittagong, the 4th October 1923.

From—MOULVI NUR AHAMED, M.A., B.L., Chairman of the Municipal Commissioners, Chittagong,

To—The Secretary, Unemployment Committee, Bengal.

In reply to your No. 156 U. C., dated 4th May 1923, I beg to state that I have tried to collect the opinions of the Commissioners and state below whatever we have to say on the subject. The subject is dealt with in the order of your queries.

Causes of unemployment among the educated middle-class Bengalis.

(a) **Those inherent in the members of the middle-classes.**—The want of respect for labour in India, in the middle-class men, is the root of all causes. The industrial and labouring classes, in their agony, for acquiring a better status of life like the *Bhadraloks* are giving their sons an education which do not befit them to take to the professions of their ancestors more intelligently; but simply make them acquainted with new artificial wants. Thus there has been a tendency to give up labour, among the industrial and labouring classes, and after some education to pass as middle-class men with new wants and aspirations. The middle-class men are therefore gradually increasing, while the other classes are decreasing. Thus a notice for a durwan on Rs. 20 would not attract as many candidates, as the notice for a clerk or a primary school teacher on same pay would attract. Of late, there appears to have grown a tendency for vocational training, but in spite of it the weaving, carpentry, and smithy classes, opened in many high English schools, are not attended to. Again, many middle-class men who had been living on agriculture, cattle-breeding, etc. (generally known as *grihasti*) and had been living a life of plain living and high thinking, now find that the land at their disposal is not sufficient for the increased number of members of their families. They further find that wants of life have increased all round, and the members of their families have imbibed those wants from the surrounding atmosphere and the income of the family is hardly sufficient to meet the wants.

(b) **Causes resulting from the existing system of training and education open to the members of the classes.**—The system of training is so very uncongenial and artificial that Santal coolies reading in night schools, are instructed to put on clothes just like *Bhadraloks*, with the result that the education does not increase their earning capacity, but makes them prone to increased artificial wants. The same fact applies in the case of washermen, fishermen, weavers, butchers, etc. The education given to the children of washermen, does not befit them to become better washermen. For example, the washermen of Chittagong do not know how to wash and clean shawls, fine silk cloths, or fine *Daccai saris*, etc., while the washermen of Dacca or other places know it. The education earned by the children of Chittagong washermen does not give them any training so that they may earn more than their fathers. On the other hand, they acquire habits of better living and get accustomed to new artificial wants and so on. Thus the present system of education is creating more middle-class men with more wants.

(c) **Causes resulting from absence of information as to any but a few well-known fields of employment.**—There is no doubt that some

difficulty arises on account of the tendency of some offices, to give less publicity to the vacancies. Moreover the avenues of life, in military, navy, artillery, dockyard, etc., are open to special environments.

(d) *Causes resulting from the financial state of the members of these communities, etc.*—The middle-class men are too poor to educate their children in these proper walks of life which would give them an opportunity to earn their bread and to live in a style befitting the status of society they come from.

Remedial Measures.

(a) *The immediate relief to the unemployed* can only be afforded by re-employing them, after curtailment of expenditure at the top, there is a talk that the administration is top-heavy. Opening of industrial concerns in all parts of the country and giving opportunity to the unemployed youths of the middle-class men to work there on subsistence allowance, may also bring an immediate relief. The opening of co-operative agricultural societies and allotment of particular plots of lands to candidates with life interest in the land, may also bring immediate relief. There are vast unreclaimed tracts in Chittagong, Chittagong Hill Tracts, Hill Tipperah, Tipperah, and Assam and elsewhere. Government gives lease of these lands to zamindars or richmen, or middle-class men in Government employ; and thus create a section of people whose interest is to rob the actual tillers from their legitimate share in the produce of the soil, on the plea that they invest capital in reclaiming the lands.

Co-operative agricultural societies may get lands and invest the capital, and at the same time give away lands to the middle-class unemployed people on better terms than those allowed by zaminders to tenants, so that a better class of cultivators may come into existence.

(b) *The prevention of the aggravation of the present state.*—This subject has been dealt with in the previous paragraphs. It may, however, be added that the training of youths in medicine, law, sailing, ship-building, architecture, carpentry, etc., on cheaper methods, may lessen the development of the present discontent. There may be devised certain methods to give money to many, and not much to one.

Dated Calcutta, the 26th September, 1923.

From—S. K. BASU (Ex-Champion Wrestler), Hardware and Metal Merchants, 99, Kalighat Road, Calcutta,

To—The Secretary, Unemployment Committee, Bengal.

The present unemployment—Its causes and possible remedies.

Wherever we go, whether office or clubs, we must notice some people or other talking about this problem, some people discussing it from all possible stand-points, somebody pretending to suggest remedies, while others of a pessimistic turn of mind, perhaps blaming the Government or accusing the Congress leaders of delinquency in this connection. But the problem remains unsolved as before, what is the use of talking and debating if we really do not mean business. First of all let us examine and suggest all possible remedies.

The first thing that strikes us as the outstanding cause of the present problem is the overcrowding of the learned professions and one-sidedness of the system of education—instead of a costly cultural education. What we urgently need at the present moment is to give it a vocational turn on the lines of Captain Peteval's Polytechnic School. Education, in the comprehensive sense of the word, should be of an all round character; education which does not equip one to cope with the struggle for life is not worth having. Even if we are to close the doors of the Senate House for ten years hence, we are always ready for it; because, thanks to the University for cheapening of its examinations, we have an overwhelming number of graduates, who are said to be proficient in physiology, zoology, psychology and various other 'ologies but deplorably deficient in the part of earning their bread. Elementary education with a little knowledge of three R's are sufficient for any honest man to earn his livelihood. Higher education generally raises one's ambition heaven-high without fulfilling even modest one. (*Froude*.)

Though the devastating war is practically over, yet the after-effects are being terribly felt all over the world from the economic stand-point in particular. A general depression in the business world consequent upon the dislocation of trade and industries in Europe, is visible everywhere. Many a well-established firm of long-standing has to wind up its business and the heads of other tottering firms have naturally to curtail, as far as practicable, all office establishments. Retrenchment is the order of the day.

Another contributory cause of the unemployment can be traced in the influx of a large number of landlords and other wealthy and educated men in towns. These people have deserted their respective villages on a specious plea of contracting malaria and have been residing in towns, forgetting all about villages. Some of them or their sons may be seen driving in Rolls-Royce cars, but if we care to make any private enquiry into their families, we, to our utter surprise, will find out that they really suffer terribly in the midst of plenty. They could have lived in a right royal style if they had chosen to remain at their respective villages with a little of moderation. Other wealthy and educated people gradually dwell in towns and bring up their children after the advanced ideas and ideals of fashionable life. After educational career, their sons are found to swell the army of clerks. How to check this tendency? We may create a strong and powerful public opinion in favour of returning to country or we may make the village more inviting without any help or co-operation from them, and then they will naturally choose to leave towns and make country their home because the fashionable life may have its charm for the younger generation but has no fascination for those who have grown grey. Cowper has admirably said "God has made the country, man made the town". Indeed life in a fashionable society is artificial and hollow while life in a country is natural, without any convention and formality. Now, what are we going to do? Our idea is to take a particular village as an economic and social unit. We do not mean as one might suppose, to banish all the fruits of modern civilization, but to select and combine such of them as will fit in with our circumstances and requirements—we want to take village life agreeable with all the reasonable comforts of town-life. Now comes the question—how to effect this?

We should form a committee of responsible persons, enjoying local trust and confidence, who will raise subscription and supervise the several departments such as education with a section for physical culture, sanitation, social service and agriculture.

First of all there must be organised a gymnasium or athletic club where for a nominal subscription each and every villager will be given facilities for improving their physique. Exercises on parallel bars, *dawns* and *baitaks* shall be encouraged. Arrangement will be made if suitable funds be available, for swimming, boating, football, cricket, etc. Steps will be taken to provide for medals and rewards at annual sports. Strong will and moral courage are generally possible to those who are physically strong. A strongly built man is found to be dashing and daring in his activities. He cannot brook any insult nor can he tolerate to see the weak oppressed before his eyes. He will right wherever he finds wrong. There can be no gainsaying the fact that much of our economic and social ills are accountable to physical degeneration. A physically weak nation may proclaim in trumpet notes before the civilised world that it is spiritually strong but we ought not to forget the hard facts that people see things with eyes open and are prepared not to be deluded by such childish hypocrisy.

It is universally acknowledged that it is always good to have a giant's strength but it is bad to use it like a giant.

Now to revert to our point, we must then organise a band of drilled and disciplined volunteers whose life is expected to be a life of devotion and self-sacrifice. They shall be called upon to lecture on sanitation in popular dialect before the peasants and other villagers, emphasising especially the need of keeping the house always neat and clean, of cutting off jungles, boiling and filtering of drinking water, reserving of ponds and tanks for drinking purposes and finally using of mosquito-curtains, etc., etc. It will be one of the duties of the volunteers to collect subscription for flood and famine relief in case of emergency. Even in broad daylight political dacoities are now rampant in the very heart of the city. They will also be required to patrol places and be always on the alert for giving alarms to the villagers in times of emergency.

We ought also to see that the primary and middle English schools be set up for the diffusion of elementary education. Public meetings will be arranged for raising subscription for a charitable dispensary and a library, life will be simply intolerable if we do not make arrangement for removing the monotony or the tedium of work; change and variety of stimuli are absolutely necessary under such circumstances. No difficulty will, however, be experienced in raising a suitable subscription for organising an amateur party for theatrical purposes.

As for agriculture we must make it a point of associating closely and freely with each and every peasant and other villagers. We must not forget to set up an agricultural bank or make arrangement with the district bank as proposed towards the concluding parts so that it may advance money at fixed interest from time to time to *bona fide* peasants for buying seed, grains and for other incidental expenses. Peasants will always remain under obligation to the bank which will gradually store up and control principally rice and cotton among other crops. Cultivators should be encouraged to cultivate cotton instead of jute. If we can effect all these improvements within a measurable

time, then we may venture to think that we will really lead a happy and contented life and that we shall enjoy the blessings of Swaraj. Dependent on our own individual efforts, we shall show before the world what self-help can achieve without grumbling that the ministers of sanitation, agriculture or education had not done anything for us. When an infant learns to stand on its own legs without any outside help it falls and stumbles many times before it can stand on its legs unaided; sometimes we notice that outside help hampers the natural development of character. Abandoned to one's own lot, many an ordinary young man has made his way to fame and fortune. One effect among others of foreign subjection for a long time, is the want of faith or rather confidence in ourselves. The saying "God helps those who help themselves" is too true. Should we rely on the co-operation of those over whom we have no control, we cannot proceed a single step in life. If we can help ourselves, there is no power on earth to prevent us from securing the blessings of Swaraj. Swaraj is not so cheap that we can earn it by mere exciting rhetoric or platform oratory. Idle men may speculate and wait for opportunities but we must make the most of our circumstances, no matter whether favourable or adverse. Swaraj can only be attained by slow, steady and patient work and not by talking and grumbling.

It has often been said that capital in this country of all countries, is very shy. Let us examine the statement carefully and make review of our past endeavours in this direction, and we shall find it to our surprise no doubt that this statement cannot stand the test of argument and fact. Since the Swadeshi movement down to the present time, we have found the starting and afterwards winding up of hundreds of limited companies with sound capital behind them. Why did all these attempts in the past prove a total failure? The reason can be found in the fact that almost all these people greatly lacked the spirit of enterprise and business capacity. As soon as the estimated capital was largely realised they divided the amount amongst themselves and let the companies go in liquidation. Some enterprising young men however went abroad, learnt the technical side of their respective industries, but forgot to make it their duty to master the commercial or rather the business side of their education; shortly after arrival in this country they found out their mistakes and had no other choice but to become factory assistants or managers, far from establishing factories for themselves. We may, however, revive our dying industries and begin with other home industries on a small scale with the maxim—"small profit quick return".

The cost of living has risen ten times high. Foreign exploitation of rice, wheat, pulses and cotton, etc., among others, has to a great extent told upon the price of foodstuffs. Frequency of floods and famines throughout the country is also responsible for the enhancement of the cost of food materials. People, even with decent income, find it a great hardship to manage their families because of the general high prices, joint-family system and finally perhaps the cruel dowry system and many other incidental expenses. From this one can very well imagine what might be the condition of those who are going without employment.

As for our social system, the upper class people generally starve in the midst of plenty for their reckless extravagance. The upper middle-class—aristocrats of long-standing reputation who saw better days in

the past and tried to keep up their old style of living out of a false idea of prestige by incurring heavy debts now grown beneath the burden. Theirs is really case of "covered indigence but magnificent poverty". As for the middle-class *Bhadrológ* family, we mean those who, on the average earn the amount of Rs. 60 per month. Let us analyse his household responsibilities. He has got to rent a house, maintain the family, educate the children and finally provide for his daughters' marriages. If he happens to become the head of a joint family, he has additional obligation to fulfil. The idea of joint family may be good but there are circumstances where the system has done more harm than good. In a joint family we do scarcely find any awakening of individual responsibility; joint responsibility as we all know, is practically no responsibility. According to Professor Radhakamal Mukherjee (in his essay on Family as an economic unit in India) the system does not offer any stimulus for individual betterment.

Now we can see that trade and commerce on a large scale on the lines of the Western countries is not suited to the genius of the people of this country. If anybody cites the instance of Bombay, we can dismiss him by saying that is but a solitary and isolated instance. Competition in business is out of the question. We can, however, do one thing, *viz.*, of setting up a national agricultural bank with branches in each and every important district, which will advance money at fixed interest from time to time, to *bona fide* cultivators to buy seed grains and for other incidental expenses so that the cultivators will always remain under obligation to such banks and sell their crops even at reduced rates to the banks. Such banks will gradually store up and control local crops such as rice, pulses, etc. Banks must also encourage cultivators to cultivate cotton instead of jute and try to control cotton. Side by side with agriculture we must establish mills on the lines of Banga Luxmi. We cannot persuade ourselves to agree with Dr. Ray in thinking that the introduction of *charka* alone will help in making us self-sufficient so far as clothing is concerned. We know how the Bombaywallas took advantage of our Swadeshi movement by starting mills after mills and captured the market of Swadeshi clothes in those days.

There are practical difficulties ahead of us, but how to get over them? We do not know how the large amount which was subscribed in the Federation Hall had been spent nor do we know exactly how the respectable amount of one crore of rupees which was subscribed to the Tilak-Swaraj Fund has been spent. No exhaustive statement of accounts of a satisfactory character has as yet reached the public and the public may legitimately demand such accounts; under the circumstances the public will naturally have misgivings when they will hear of a new national organisation of a constructive character as suggested. They are not expected to come forward with ready response. So men of undisputed public trust and confidence and selfless character like Acharja Roy must be approached to take the lead and save the situation. If such men really take the lead and get the willing and continuous co-operation of our countrymen, then and then alone we may aspire, not without reason, to be self-sufficient and self-contained. Let plain living and high thinking be our motto in life. If such be our modest idea of Swaraj, then perhaps we may venture to say that Swaraj is not far distant.

Dated Bally, the 23rd August 1923.

From—BABU SURENDRA NATH BAGCHI, Chairman, Bally Municipality,

To—The District Magistrate, Howrah,

With reference to your letter No. 1193-R.G., dated 11th July 1923, forwarding a copy of a letter from the Secretary, Unemployment Committee, for opinion, I have the honour to state that the letter was circulated to all Commissioners for expression of their opinions and the following is a general summary of the opinions so far received from some of the Commissioners.

The principal cause of unemployment is due to the well-known cause that the number of persons seeking employment under Government and other employers exceed the number of appointments available. This increase in number of persons which is growing daily is due mainly to the system of education given to the young men in our schools and colleges. At present there is no education which teaches boys to earn their living by manual work or by entering trades or other businesses. They are, moreover, reluctant to do manual work as that is quite a novel way of earning a living for young men of middle-class in Bengal.

If certain avenues of employment, such as higher military service, marine service and the navy is open to them, this will afford some relief at once. But the real and permanent relief can be only secured if in addition to those abovementioned avenues of employment, the system of education is modified to suit modern conditions so that our young men may take to agriculture and enter trade and other business for a living. This last suggestion is expected to lead to real amelioration of the present difficulties.

Dated Chandrakona, the 25th May 1923.

From—The Vice-Chairman, Chandrakona Municipality,

To—The District Magistrate, Midnapore.

With reference to your letter No. 1101-08J., dated the 22nd May 1923, regarding reply to the Secretary to the Unemployment Committee, Bengal's letter No. 61 U. C., dated the 3rd May 1923, I have the honour to submit my humble report in the following way:—

I may classify the causes of the present state of unemployment in two main groups (i) those inherent in members of the classes and (iii) those resulting from absence of information as to any but a few well-known fields of employment.

I may also suggest for the (iii) group and group (i) so far as is practicable the remedial measures given in (i) by employing them in some trade or commerce or works of arts and mechanism.

As regards remedial measures for (ii) and (iii), I do not find any suggestion in these things.

Dated Bankura, the 6th June 1923.

From—P. C. GHOSH, Esq., Offg. Magistrate of Bankura,

To—The Commissioner of the Burdwan Division.

With reference to your No. 1730-35-J. G., dated the 17th May 1923, calling for an expression of my views on the points mentioned in the printed letter No. 187-U. C., dated the 4th May 1923, from the Secretary, Unemployment Committee, Bengal, regarding unemployment of educated middle-class Bengalis and Anglo-Indians, I have the honour to state that there are no Anglo-Indians in this district and I am therefore unable to give any opinion regarding them.

As regards the Bengalis I beg to state as follows, dealing with the questions point by point as suggested in the letter of Secretary, Unemployment Committee:—

1. **Principal causes of unemployment of educated Bengalis.**—(i) *Those inherent in the class.*—(a) Social and religious prejudices which prevent their taking to certain vocations.

(b) A false idea of dignity and physical unfitness which prevent their following any vocation which involves physical labour.

(c) A tendency to leave their village homes and to congregate into towns in search of employments while their agriculture and other industries at home are neglected.

(d) Early marriage is also considered to be an indirect cause of unemployment as it smothers all enterprise and compels the married man to hunt for employment. (e) The joint-family system is also responsible for enhancing unemployment as the dependant members of the family do not care to take to any enterprise for earning a living.

(ii) *The present system of education* is also responsible to a great extent for the present unemployment.

(a) The schools and colleges turn out young men fit for being clerks when they are under-graduates while the graduates aspire to high posts under Government or go to swell the ranks of an already overcrowded Bar and a small percentage among them get facilities for training in medicine or engineering. Bengal is too small a place now to provide clerical and such other small berths for the members that come out from schools and colleges every year, and institutions for imparting education in medicine and engineering are few. There is also a great want of institutions for vocational education in commerce and industry which alone open out fields for employment.

(b) The present system of education is also unfavourable for the proper physical and moral development of the Bengalis which alone befit people to stand on their own legs and compete successfully for their existence.

(iii) *Absence of information* is not a very important factor in the problem of unemployment, as the fields for employment in Bengal are themselves so few and though such informations will help people very much in finding out employments.

(iv) *Financial difficulty* is of course a potent factor of causing unemployment and moral depression. It is a great handicap to persons who want to follow independent professions, industrial enterprise and trade on a small scale.

(v) *Others*.—Other provinces of India are gradually shutting their doors against the sons of Bengal, until only lately the field of employment of Bengalis extended over Bengal, Behar and Orissa, nay all over India, where they made themselves famous in service as also in legal and medical professions. But they are now confined within the limits of the Province of Bengal as it stands after creation of the Presidency and while other provinces have shut their doors against the Bengalis, Bengal has kept its door open to men of all Provinces and nationality. In many cases the Bengalis themselves are being ousted by men of other Provinces, *e.g.*, in Railways running through Bengal and even in business like contractors under engineering departments and also employments in mercantile and certain Government offices.

2. **Remedial measures**.—(i) Immediate relief can be given by—

- (a) Opening information bureaux at the headquarters of each district or at convenient centres for supplying informations and providing candidates with employments where they are available.
- (b) Taking apprentices in sufficient numbers in large industrial concerns, Railways, Customs, Ports, Steamship Companies, etc., from among the unemployed who can afford to undergo training for better prospects in future.
- (c) Establishing industrial banks in each district for advancing money at a moderate interest to enable persons in want of funds to engage in industry or other small enterprises as a start.
- (d) The appointments in Bengal whether under Government or in mercantile offices should be reserved solely for the Bengalis and those who have acquired a domicile in the province as is being done in other provinces.

(ii) and (iii) Suggestions under head (i) will act as safeguards against aggravations of and future unemployment. In addition to these I beg to suggest—

- (a) Arrangements should be made as early as possible to impart education through the vernacular up to the high schools and proper arrangements should be made in all such schools for the physical and moral developments for the young generations.
- (b) Vocational education should be made compulsory in the primary and middle schools and even in the high schools so that the students may be fit to earn a living by starting cottage industries with such local materials and resources as are easily available.
- (c) Institution for technical education, lower and higher, should be established in larger numbers throughout the province.
- (d) Applied chemistry should be taught on a large scale with laboratories at convenient centres for utilising the natural products of the country for industrial and other purposes.

In this connection I beg to state that as recommended by the Retrenchment Committee there is a general consensus of opinion that the high schools maintained by Government should henceforth be managed by local bodies or left to private management. If this proposal is accepted by Government the funds that will be set free on that account may be utilised in establishing suitable industrial institutions in each district.

I beg to add that as the Chairman of the District Board and municipalities are not ready with their opinion yet, the Secretary, Unemployment Committee, having called for their opinion by the 15th instant, I could not incorporate their opinion in this report, which I submit after consulting some leading gentlemen of the district who have given their thoughts to the subject.

APPENDIX IV.

Oral Evidence of Witnesses before the Unemployment Committee.

Oral evidence of Lt. Col. H. A. J. Gidney, M. L. A., I. M. S. (ret'd.),
President-in-Chief, Anglo-Indian and Domiciled European
Association, India.

(Examined on the 11th August 1923.)

(By President.)

Q.—Do you think that the present state of unemployment among the Anglo-Indians has been aggravated by Retrenchment?

A.—I certainly do.

Q.—Can you give us some figures showing the number who have been discharged for this reason?

A.—This is impossible for the whole of India, but unemployment is largely due to retrenchment on the various Railways, *e.g.*, the Great Indian Peninsula Railway has discharged some thousands of its hands, and, in a similar way, other Railways have also reduced their establishments, but not to the same extent.

Q.—Does this number include Indians and Anglo-Indians?

A.—Yes. It includes both Indians and Anglo-Indians. The services of subordinate menial staffs have been dispensed with, but there has been no reduction, rather an increase, especially in the Great Indian Peninsula Railway of superior staffs. I appealed against this wholesale reduction, and asked the Government of India in the Legislative Assembly, on the 23rd July 1923, for copies of correspondence, which had passed between the Government and the heads of Railways, but was refused, although Government acknowledged that certain demi-official correspondence had transpired between them and the heads of the Railways.

Another cause of unemployment amongst Anglo-Indians is Indianisation of the Railways. Anglo-Indians have been discharged to make room for Indians. A letter from the Chief Transportation Officer, Mr. Fenton, to me, clearly anticipates this, as indicating the policy the Great Indian Peninsula Railway intends pursuing. The Bengal Nagpur Railway has done the same, so has the Eastern Bengal Railway, I am told.

Q.—Do you think that the position has also been made more acute by the policy of Indianisation?

A.—Yes, I do.

Q.—Can you give us any authentic cases of replacement of Anglo-Indians by Indians?

A.—Yes, some.

Q.—How many do you think are out of employment from this cause?

A.—I cannot say definitely, but it has certainly been resorted to by some of the Railways, possibly in response to demi-official instructions from the Government of India, to Indianise the Railways, and which the Railways have misinterpreted.

Q.—Do you think that land colonisation will be a good remedy?

A.—It would certainly tend to solve the question partly.

Q.—Do you think that Anglo-Indians would take to farming?

A.—Yes, a good many.

Q.—Have any of them had experience in farming?

A.—A good many are to-day successful farmers and colonisers.

Q.—What do you suggest for training them?

A.—I would suggest that experimental and training farms and schools should be established by Government.

Q.—How long, do you think, the training period should last?

A.—About six months, just to give them a superficial knowledge of farming conditions in the Province, *e.g.*, general farming, cattle breeding, fruit and vegetable growing, poultry breeding, dairy farming, etc.

Q.—Where do you suggest that the Colonies should be established?

A.—In Assam, for preference. Land can be secured there on very favourable terms.

Q.—Have any of the Anglo-Indians funds at their disposal to start farming?

A.—Anglo-Indians, as a class, are poor, but, there are some, who retire from the Railways and mercantile firms, who could very well utilise their Provident Funds in farming. The others could apply for loans from Government on a co-operative loan basis, to enable them to commence work, and for initial expenses.

Q.—Would they require free gifts of land?

A.—Yes, the poorer classes would. Some could afford to pay for land.

Q.—Would these grants be loans or gifts?

A.—Both.

Q.—What sort of organisation would you suggest for carrying out such work?

A.—The Agricultural Department would be the best organisation to carry out this work. Government should be supplied with statistics of men willing to work in these agricultural farms, and the Unemployment Bureau, and the Anglo-Indian Associations should assist Government in obtaining this.

Q.—Are you in favour of fair complexioned Anglo-Indians being encouraged to leave India?

A.—This entirely depends upon the future position of the community in India. If the Indians intend treating us, along with the Europeans, as some do to-day, as “foreigners” and “interlopers”, and the Government is unable to adopt protective measures in consequence, then, the quicker the Anglo-Indians leave India, the better. We feel we are in the dark, our future abysmal, and certainly at the parting of the ways. With our future more definitely indicated, as being a part of the great nationhood of India, then, I do not favour wholesale emigration as a studied policy, but only as a temporary and partial remedy in solving the unemployment problem of to-day.

Q.—Are you in favour of the formation of Anglo-Indian Regiments?

A.—Yes, most decidedly. The formation of Anglo-Indian Units would, in all ways, be of considerable help to the domiciled community, as also an economy to the Government of India.

Q.—As regards the Army, there are two distinct cadres, *viz.*, the officers, and the rank and file. In which of these will the Anglo-Indians be employed?

A.—Enlistment as officers would apply only to a very few of the community, and so, would be of no relief to the unemployed. It, therefore, follows, that enlistment into the rank and file would be of material assistance. The officers class being few, the rank and file class would mainly benefit the community.

Q.—Could the men support their families on a soldier's pay?

A.—Anglo-Indians could live, and support their families on a soldier's pay, but Anglo-Indians do not marry at early-ages to-day. Necessity warns them against the evils attached to this. At present, in the British Army, married soldiers get an allowance and rations, wherewith to support their families.

Q.—Would you suggest Anglo-Indians getting the same rates of pay as British soldiers?

A.—I should like this, but the Government of India would, I suppose, demur at giving the same pay to Anglo-Indians as is given to British soldiers. I have discussed the question of raising an Anglo-Indian Regiment with the Government of India. His Excellency the Commander-in-Chief is not in favour of doing so. The reason, I think, is that if an Anglo-Indian Unit were to supplant a British Regiment, it would mean that the latter would have to be either disbanded, or return to England, where it would swell the British tax-payer's burden. If, as I am told, the annual cost of upkeep of a British Regiment is Rs. 25 lakhs, I am prepared to accept 75 per cent. of this cost for the upkeep of an Anglo-Indian Regiment, which would mean about Rs. 18 lakhs per annum, or, a saving to the Indian Exchequer of Rs. 7 lakhs per annum.

Col. Gidney, continuing, stated that if an Anglo-Indian Unit of military value, could be maintained at a lower cost, then all true economists must seize this opportunity, and press for the formation of an Anglo-Indian Unit to replace a British Regiment, unless, of course, there was some ulterior reason for not doing so. The only objection which might be raised is that if a British Regiment were replaced by an Anglo-Indian Unit, and sent back to England, it would increase the burden of the tax-payer to that extent, but the War Office does not mind burdening the Indian tax-payer for the upkeep of a British Regiment in this country. In this connection, he pointed out that the British Army in India was meant for (1) defence purposes, and (2) maintaining the internal security of the country. An Anglo-Indian unit or two is quite capable of performing both these duties, especially the latter, and, of which it had given ample proof and demonstration in the past century, more especially during the past Great War. He asked the Government to consider who maintained peace and internal security in India in 1914 and 1915, and up to 1921, when the country was seething with sedition and unrest? It was mainly the Auxiliary Force; and who contributed two-thirds of this Force? It is the Anglo-Indians and Domiciled Europeans.

The present is the most opportune moment for the formation of an Anglo-Indian Regiment, as India to-day is more peaceful, also the Frontiers, and we are at peace with Afghanistan. He therefore maintained that the Anglo-Indians had proved their military value, which, the Commander-in-Chief had admitted in an official communique, in 1921, and an Anglo-Indian unit should be raised. That, moreover, it would relieve the unemployment among Anglo-Indians, if they were admitted into the Army, or a Unit created, and last, but not least, it would also show that Government were not entirely devoid of gratitude to the community for its untarnished loyalty and patriotism from its very inception. For these, and other reasons, he was strongly in favour of, either throwing the British Army open to Anglo-Indians, or the formation of, at least, one Anglo-Indian unit, or both, for preference. He saw no reason why Anglo-Indians should not be enlisted into the British Army, except the one of colour, which the past Great War should have killed. By excluding this loyal body of European British subjects from the British Army, the Government was pursuing, not only an ungenerous, but not a safe policy. Such an exclusion, *ipso facto*, stigmatised publicly and officially, the Anglo-Indian community as inferiors, which they stoutly resent, and would not submit to. They demanded the right of enlistment into the British Army as European British subjects, and they challenged Government to produce from any other community in any part of the British Empire, a body of men, who had more faithfully, loyally, and, it seems now, too silently, answered any call the nation had made on its manhood and womanhood. Such an exclusive policy was degrading to the Anglo-Indian community, and, by its continuance, Government was running a grave risk, for the official brand of inferiority was sure to strain the patriotism of any community, even of such a loyal community as the Anglo-Indian admittedly is. The French Army, and other Armies, do not so degrade their coloured citizens, and troops of mixed origin, why should the British Army, and especially that portion of it stationed in India, the cost of which is paid from the Indian revenues? He pressed also that Anglo-Indians and Domiciled Europeans should be allowed to enlist in the various side Branches of the British Army in India, such as the Army Service Corps (Supply and Transport), Ordnance, and other such Services. They are intellectually superior, for such departments, than many of the British rank and file, who now constitute them. Moreover, hundreds of Anglo-Indians and Domiciled Europeans were enlisted into these Corps during the past Great War, and discharged their duties faithfully and well. Government should also realise, if they sanctioned such enlistment into these Corps that, in time of trouble, and one never could foretell this event, they could always depend on the loyalty of this body of men, a factor, which can never be ignored in India, but which, Government, by its exclusive policy to-day, does not appear to adequately recognise.

Q.—Would you want them to be trained in any trade?

A.—It would be an excellent thing to train them for some side vocation, while in the Army, but one cannot be both an efficient tradesman, and a soldier at the same time. The soldier of to-day has sufficient duties given him to employ his whole time services. The military employment of Anglo-Indians, besides affording them a new line

of employment, would give them power and position in the country, which they do not now enjoy, and to which they have every right and justifiable claim.

Q.—Do you agree that a certain portion of the present unemployment is due to trade depression?

A.—Yes, but most of the men are engaged on the Railways.

Q.—What is your opinion as regards the opening up of relief work?

A.—It would certainly ease the situation considerably, if the Railways, and other public bodies could be persuaded to push forward their long delayed schemes and relief works. (By this, he did not mean famine relief works, but the pushing forward of schemes for the improvement of Railways, etc., which have been kept pending, and for which, money is now available.)

Q.—Do you think that the Anglo-Indians are physically fit to work in coal mines, and to live on the wages which the Indian would get for the same type of work?

A.—Necessity knows no law. Some Anglo-Indians, be it said to their credit, are, to-day, earning their livelihood as miners, and are being paid practically the same wages as Indian miners, although this "calling" would not be so fascinating or acceptable under happier conditions of trade and commerce.

(By Syed Nasim Ali.)

Q.—Would not the suggestions made by you in reply to the question of the President, for solving the problem of unemployment among the Anglo-Indians, if accepted, jeopardise the interests of Indians?

A.—It has not done so, so far. Indeed, we believe the opposite obtains to-day. Nor is it likely to do so, provided the areas selected were sparsely populated by Indians, such as, I believe, Assam is. There is an enormous quantity of waste-jungle-land in Assam.

Q.—As regards the Army, you stated that a certain British Regiment should be disbanded, and, in its place, an Anglo-Indian Regiment substituted at a lesser cost, thus effecting a saving of about 25 per cent. of the total cost. Would not this affect the interests of the Indians?

A.—I do not think so. Indians do enlist to-day into the Indian Army, whereas Anglo-Indians are refused admission into both British and Indian Armies, rank and file. Many have enlisted as officers and men in the British Army, but only by betraying their birth, and then only if they were not coloured. The Anglo-Indian should be allowed to enter the British Army in a similar way as the Indians enter the Indian Army. I do not ask for the Anglo-Indians anything which the Indians themselves do not already possess. I doubt, however, if the middle-class Bengali youths, were allowed to enter the Army, whether they would accept a military career. Statistics, and the results of raising Indian Territorial Battalions in Bengal are not very encouraging. I speak, subject to correction, of course, but, supposing they did, I would, as far as the Army is concerned, give equal opportunities to both Indians and Anglo-Indians. I do not claim any preferential treatment for the Anglo-Indians, but I stoutly resent differential treatment, such as we are witnessing to-day in India.

Q.—Do you think that if Bengali youths, say matriculates, prefer a military career, they would be given a higher scale of pay than the Indian sepoy's?

A.—I cannot answer the question. It depends on the mode and standard of living entirely. I should think they would ask for a higher scale of pay than the ordinary Sepoys gets to-day.

Q.—What amount of money will have to be advanced by Government to those who intend to benefit under the Colonisation scheme?

A.—I do not know, the matter will have to be left to experts.

Q.—How many Anglo-Indians do you intend to start the Scheme with?

A.—One hundred Anglo-Indians would be a suitable number. The poorer members would require a subsistence allowance of about Rs. 50 per month, during the six months training.

Q.—Do you think that the same suggestions would apply in the case of Indians?

A.—I see no objection to land in the Sundarbans, which is now in the possession of Government, being given to middle-class Bengalis, and also to Anglo-Indians, desirous of taking to agriculture, and a similar maintenance allowance, as I suggest in the case of poor Anglo-Indians. Perhaps the amount might be a little less in their case.

(By Khan Bahadur Wasimuddin Ahmed.)

Q.—You want Rs. 50 to be given to each Anglo-Indian to cover his personal expenditure. The security for this amount being a Fidelity Bond, which is to be executed by the poor man which is the only thing which can be expected of him.

A.—Yes, or something better and safer, if Government could suggest it, but this applies only to the poor Anglo-Indian. Some could quite afford, and will pay for their training. I would also suggest effecting insurance policies on the lines of advances made to such settlers.

Q.—You stated that every one will have to undergo a training of six months. Do you consider this period long enough?

A.—Yes, for an intelligent man to become a practical farmer.

Q.—After this period of training, he would get an advance from Government in the shape of a loan on the security of the land he would be tilling. The land itself has no value. What security will then be for the payment of the loan?

A.—Many Colonisation works are done on the lines suggested by me. The colonisation of British Columbia has been done on this basis to a large extent. Australia was originally a land of convicts. South Africa similarly.

Q.—Would it be possible to organise Co-operative Societies among the Anglo-Indians?

A.—It is not impossible to organise Co-operative Societies among them, in fact, we are at present trying to organise co-operative credit societies. I blame the Government almost entirely for the

present condition of unemployment among the Anglo-Indians. The Anglo-Indian community is also an integral part of the Indian community, and Government must protect all minor communities, especially those who responded to the Nation's call, and to-day, in consequence, find themselves begging for food in the streets. It is the duty of Government to see that its subjects do not starve, otherwise the country will be the sufferer in the end, and crime will increase.

Q.—Do you think that Anglo-Indians would take to Agriculture?

A.—Yes.

Q.—Will they be amenable to till the soil under the same conditions, and under the same pay as Indians, or will they be merely middle men?

A.—The Anglo-Indians would be prepared to work, and are to-day working on the soil, under such conditions, but instead of using cattle ploughs, they would prefer to use modern agricultural machinery.

Q.—Where would they get the machinery from?

A.—There are many firms in Calcutta, which would be disposed to loan or sell the implements on the hire-purchase system, and one would expect the Government to assist such a scheme with the loan of modern agricultural implements, if, for no other reason, for its own revenue. Indian States are to-day loaning such machinery to their cultivators, and many European firms are to-day canvassing for the same.

Q.—What would be cost of machinery?

A.—I do not know.

Q.—How much machinery would be required?

A.—I do not know, but very little, I should think.

Q.—How many acres of land could be managed by one man with a mechanical plough?

A.—With mechanical ploughs, 200 or 300 acres could be more easily managed. Modern agricultural instruments require for their use, a minimum of from 200 to 300 acres to be of value and utility. This would do away with animal labour, as Indians to-day resort to for ploughing their fields, and be quicker and cheaper.

Q.—Do you advocate the introduction of an extensive system of irrigation in the country to provide employment for the people?

A.—I cannot completely answer your question. This is a matter for experts, but I am in favour of all developments, which would increase the number of subsidiary industries, and which would, in their turn, provide employment for many. I am of opinion that India should be able to supply all her needs.

Q.—Are you in favour of India importing goods from foreign countries?

A.—It will be necessary for India to import certain articles. No country in the world can advance with a closed door policy, but I am certain that the resources of India are not fully explored or developed. Once this is done, nothing can prevent India from being entirely self-supporting.

Q.—Do you think it desirable to organise co-operative societies, which would take charge of distribution work, thus providing employment for Anglo-Indians and Bengalis?

A.—Yes. We are to-day trying to introduce some schemes, *viz.*, a Medical Relief Society, for the supply of our medical needs, and we are planning out, if we can, co-operative societies for our Colonisation Schemes, but these require much capital, and, as you know, the community is a very poor one.

(By Mr. Rundlett.)

Q.—Don't you think that, under the system of colonisation, the education of the Anglo-Indian community, as a whole, would tend to deteriorate.

A.—There should, of course, be a minimum standard of education for Anglo-Indian lads. I am in favour of compulsory education, but, at the same time, I would not confuse technical education with scholastic or academic education. The (Christian Brothers' Vocational School at Asansol is worthy of Government support. The education given to Anglo-Indian lads at present merely fits them to pass an examination, and so qualifies them for clerical service in a Government Department, but, with no offices to fill, owing to the fever of retrenchment, with which all Governments are to-day infected. It lamentably falls short of the particular kind of education, vocational and industrial, India is to-day crying out for, and is in so much need of. I am fully convinced that the present system of education, which is early Victorian in its conception, application and suitability, is responsible for the backwardness of India in industrial matters. The present State educational curriculum, instead of giving our youths a foundation, affords a smattering of everything, and a knowledge of nothing. It is merely a contrivance for moulding people to be exactly like one another. The development of industries should be the first concern of all Government, and, to this end, I would suggest that the whole system of primary, middle, and higher education should be radically altered, and that vocational and industrial education should form an important part of it. Recently an effort is being made to introduce vocational education in European schools. This is not exactly what is required, as it merely consists of playing with higher vocational training, which is a waste of money and labour, and its only asset is that something is better than nothing. It all hinges on the staff of teachers, and, I must say that the lot of an educationist in India, be he European, Anglo-Indian or Indian, is neither a happy, profitable, nor attractive one. Pay your teachers well and you will get good results.

Q.—Do you think that men would be forthcoming to join the rank and file of the proposed Anglo-Indian Regiment?

A.—Yes. I could easily recruit sufficient men for two Regiments of 800 to 1,000 strong. Our European schools possess lads as good, in every way, as any British schools, and they would make ideal soldiers. Give them a chance, is all I ask of the Government, and we will show them that they, and not we, are mistaken in so undervaluing us.

Q.—Do you think that it would be advisable to teach these men industrial work while in the Army?

A.—I think it would be an ideal thing, if practicable, to employ these men in industrial work during their off time, but at the same time as I said, I do not see clearly how a military unit could be expected to be also an unit of commercial value. The present practice in the Army is for a certain percentage of its men, mostly the intellectuals, to enter other Departments, such as Military Works, Supply and Transport, Secretariat work, etc.

Q.—Do you think that the British soldier has difficulty in getting employment, be he educated or not?

A.—No. He is taken on mainly on an element of sentiment, rather than anything else, especially on the Railways. His colour is his greatest asset. In my opinion, India should not be a field of employment for these men. India should employ her own sons and daughters, and Anglo-Indians claim India as their motherland, and refuse to admit they are inferior to any others.

Q.—Are you in favour of vocational and technical education being given in schools?

A.—Vocational and technical education should be given in schools, and these should comprise such subjects as high class book-keeping, shorthand, high class dress-making, agriculture, and other matters, which go to form the needs and character of successful men and women. I am in favour of higher education for the brilliant few, but the economic stability and value, as citizens, of a community, do not depend so much on the few intellectuals, as on the masses, the common *intelligentia*.

Q.—Do you think that the colour bar prejudices the employment of Anglo-Indians?

A.—I certainly, and most emphatically do. It is rampant in India, and we suffer much on this account. However well qualified an Anglo-Indian or Indian might be, his chances of success are remote when compared with the white man. It seems to be a matter of colour, not merit in many Departments in India to-day, and this should be killed. To give you an example, I would cite the case of Anglo-Indian nurses in Calcutta only, among whom unemployment is simply appalling to-day. This has been accentuated by the snobbery of certain European doctor in the country, Calcutta in particular, who demand white nurses for their patients, and object, as one doctor did, in a Nursing Home here, to coloured nurses, however well trained they be. Why should such men, who get wealthy on the coloured people of India, insult our coloured, but efficient womenfolk? An Anglo-Indian nurse, even with European qualifications and training, finds it difficult to be employed, side by side with the Home imported European nurse, simply because of her colour. In the circumstances, it seems practically useless training a boy in any particular line, if, when so trained and efficient, he is to be stigmatised afterwards as an inferior, on account of colour. Little, or nothing, has been done to kill this unjust handicap, or to remove it, and this, in my opinion, is the real cause of the backwardness and unrest among Anglo-Indians, as also in India. Kill the colour bar, and you kill unrest and discontent, and India would be happier and more peaceful country. Were this done, Anglo-Indians would then show the real stuff in them. With the colour bar, they are almost powerless to show their merits, and are not

afforded an opportunity to prove their worth, which is killed, if not at its inception, assuredly at some time during its life. India has no use for the Europeans, who comes to this country with a colour prejudice. He is a potential danger to the country, and should keep out of it.

(By *Sayed Nasim Ali.*)

Q.—Can you enumerate the industries which would be most suitable to the Anglo-Indians?

A.—All industries involving intellect and manual labour, and where a certain amount of adventure was attached to it.

Q.—Would Anglo-Indians be disposed to take to cottage industries?

A.—I can see no reason why Anglo-Indians should not take to cottage industries. As a matter of fact, a large number of Anglo-Indians, both men and women, are at present engaged in these industries. I consider that India can supply most of her needs, and, with Government help and encouragement, other luxuries could also be provided locally.

Q.—Do you think that India could be made, with the assistance of Government, to manufacture sufficient cloth for her needs?

A.—It would be a tall order to ask Government to assist in the manufacture of cloth although I agree that it is a very important matter.

Q.—Are you aware of any rulings of Government, disallowing Indian cotton mills to supply all her needs?

A.—I do not think there is any legal disability placed on Indian cotton mills to supply the needs of India in the matter of cotton goods. I am told that it already supplies 40 per cent. of the cloths used in India. In my opinion, India should be able to supply all her needs, and all employments in India should preferentially and eventually be given to the sons of the soil, except certain technical posts, requiring special knowledge, which must continue, for the present, to be recruited from abroad.

Q.—To what do you attribute the setback in the progress of education among the Anglo-Indians?

A.—I consider the greatest drawback to the progress of Anglo-Indian education is the transfer of the control of European education from the Government of India to the Provincial Governments. Most of the facilities, which Anglo-Indians had formerly under the Government of India, have been withdrawn since the introduction of the Reforms Scheme, and European education was converted into a Reserved Transferred Subjects. The Governments of Bombay and Madras have made no provision for scholarships to Europe for Anglo-Indian boys to be trained in England, and the same charge can be laid at the doors of some other Governments. The Punjab Government does supply such scholarships.

Q.—What about the Bengal Government?

A.—I am not prepared definitely to say what Bengal has done in the matter, but, I understand it does offer annually such scholarships, which reflects much to its credit. I certainly think that the Central Government should have the control of European education.

Oral evidence of Mr. K. C. De, C.I.E., I.C.S.

(Examined on the 18th August 1923.)

(By President.)

Q.—Do you consider the present system of University education is a failure and if so what are the reasons for it?

A.—In this connection I would refer you to my written evidence in paragraph 2. The present University education has of late come down to a very low standard and all kinds of education have become more easily accessible to the people. In consequence a very large number of students are attracted to the universities including people who do not really belong to the *Bhadralok* class with the result that a larger number of students are being turned out from the universities than before. These graduates find it impossible to get employment.

Q.—How long has this process of failure been going on?

A.—I think it has been going on for the last 25 or 30 years. I am further of opinion that at least a generation ago the young men of Bengal should have been turned away from purely academic studies of the University which then existed.

Q.—Do you think it necessary to establish a bureau which would be useful in giving the people information on the study of industries and to indicate new fields of employment of middle-class men?

A.—Yes. I think that if such a bureau was established it would serve a useful purpose. It should be established in connection with vocational institutions.

Q.—Do the people realise that the present system of education does not lead them anywhere?

A.—Yes, I think so but it seems necessary that the people should realise this more clearly.

Q.—Do you think it would be an advantage to include in the bureau of information business men as its members?

A.—I think that business men should undoubtedly be associated with the bureau otherwise it will not succeed.

Q.—The education provided for by the Calcutta University is too limited in its scope. Would you recommend that commercial and practical education of students should be included?

A.—Certainly. Not only commercial and practical training but all sorts of training on industrial subjects should be given to the boys. Take for instance the Indian Art School. This institution teaches several useful subjects such as the engraving of blocks, draftsmanship, book-binding, etc. I have been associated with this institution for many years and I think that the boys turned out from this institution are easily able to earn a living. I am of opinion that the number of such schools should be increased and their scope enlarged. The people of the country are not amenable to manual labour but if they were taught useful industries such as goldsmithy, carpentry and other similar pursuits through the medium of trades schools it would tend to decrease unemployment in the country.

Q.—Do you think that the educated young men of the country would take to agriculture?

A.—Yes, to a certain extent, but it is difficult to say whether it would be a suitable occupation for them. Farming for *Bhadralok* boys was started as an experimental measure in the village of Koikali in the Sundarbans, but they were disinclined to do manual labour and in consequence the project failed. I am however of opinion now that times have changed and as starvation is staring the middle-classes in the face they may be disposed to apply themselves to manual work.

Q.—What should be the age of a candidate desirous of entering a trade or industrial school?

A.—I have already expressed my opinion. It should be 16 or 17.

Q.—Do you think that there is a scope for the development of industries?

A.—Yes, I certainly do think so. More trade and industrial schools should be established and the major portion of the students should be induced to take to an industrial career after he has finished his general education in school rather than higher education.

Q.—What particular line of industries would you suggest?

A.—The tanning of hides and leather, manufacture of leather goods, weaving, tinctorial chemistry, applied chemistry, chartered accountantships, mechanical engineering, motor engineering, etc.

Q.—What are your suggestions regarding access to higher education. Do you think it should be made more difficult?

A.—I am of opinion that up to the primary school standard, education should be given to every body, as cheaply as possible, and if possible, free. But as regards access to higher education it should be open to those who wish to devote themselves to learned professions, etc.

Q.—Do you think that the standard of Matriculation Examination has been lowered during the last 30 years?

A.—I do not think there is any question about that. The standard has been lowered since the year 1904, after the new University Act came into force. I have often heard professors of colleges complaining that the students who have matriculated are hardly able to speak English and cannot follow their lectures.

Q.—What is your opinion as regards the recommendations of the Calcutta University Commission?

A.—I endorse all their recommendations.

Q.—Do you think that the drift of population from villages to towns should be prevented?

A.—As towns are far more attractive than the villages, I think the people will not go back to the villages unless the condition of the villages is improved. People should in my opinion come to towns provided they can manage to earn a living.

Q.—Do you think that under the present conditions the need for encouragement and development of industries is great?

A.—Yes, certainly. I endorse all the recommendations of the Industrial Commission. I am further of opinion that new lines should be started for technical training with a view to train boys to get employment, as for example, mechanical, engineering, tanning, etc.

Q.—What particular line of training would you suggest supposing that Government might be persuaded to develop a technical branch in the Government Commercial Institute, Calcutta?

A.—I would suggest training in applied chemistry and chartered accountancy.

Q.—What about motor car engineering?

A.—I would recommend training in mechanical engineering generally. I think that in industrial centres like Asansol where there are a large number of engines somebody better than an ordinary mistry would be always wanted.

Q.—What is your opinion about the starting of cattle or poultry farms by the young men of educated middle-classes—will many of the unemployed take to it?

A.—If the farms are started on modern scientific lines I think many would take to it.

Q.—How would you get them trained?

A.—They should be trained in Government farms, and they should also go to somebody and work as apprentices.

Q.—How would you secure lands for them?

A.—They might get lease of fallow lands. Large pieces of fallow lands are now being brought under cultivation by irrigation.

Q.—Would it be successful if the co-operative societies were to come forward with capital to help these educated middle-class young men to start cattle or poultry farms?

A.—Possible, but I cannot give an authoritative opinion.

Q.—Can anything useful be done for the educated unemployed Bengalis by developing the training schools for teachers?

A.—So far as I am aware there are two training colleges in Bengal, one in Calcutta and the other in Dacca, besides there is in every division one normal school to train pandits and in every district and subdivision there is one Guru-training school. It would do no good if these teachers do not find employment. These men might, however, be employed if there be a rule by which a school should not be permitted to employ any but trained teachers. This improvement would not, I think, be commensurate with the expenditure involved, besides the Retrenchment Committee has recommended the abolition of these schools.

(By Khan Bahadur Maulvi Wasimuddin Ahmad.)

Q.—Would you support agriculture by machinery or by ploughs?

A.—I would prefer ploughs but there should be improvement. Much however will no doubt depend on the selection of proper seeds and of particular areas for growing particular crops on a large scale.

Q.—Is agriculture a risky affair?

A.—Yes. As the cultivators have to depend on circumstances over which they have no control, agriculture might prove a risky affair, but attempts should be made to minimise the risks as far as possible. Bunds should be constructed in certain places in Eastern Bengal

to prevent flooding of lands which are not far off from the khals and in some places in Rajshahi, Pabna, Nator, some sort of arrangement should be made by which sufficient water might be brought in. In short whatever might be the nature of the fields or of the country what is wanted is a thorough improvement of lands.

Q.—It is not desirable that recourse must be had for making use of the Sanitary Improvement and Agriculture Act for development of agriculture and improvement of village sanitation?

A.—Certainly. But I am of opinion that people are not getting sufficient help from Government. Under that Act the District Magistrate appoints the Engineer, but the District Magistrate is not the Chairman of the District Board; the Executive Engineers are very few in number and generally fully employed. It is therefore extremely difficult for the District Magistrate, after he has approved the scheme and formed a Committee, to get hold of an Engineer. I think that for this purpose Government should maintain a staff of Agricultural and Sanitary Engineers to work out the improvements. I know of a certain case in Midnapur in which the people came forward with the whole of the required costs and wanted to have a scheme given effect to but for want of an Engineer it could not be done.

Q.—Would it not under the circumstances be necessary to engage efficient contractors in the mufassal and to introduce improved machinery throughout the province?

A.—As regards machinery, firms for such things would soon grow up if demand be forthcoming. I am of opinion that certain schemes such as the Bhairab and the Howrah Amta Scheme should be executed and there would be need for some contractors.

Q.—Can you suggest how sanitary and agricultural improvement can be effected under the Sanitary and Agricultural Improvement Act; where would the money come from?

A.—Schemes such as the construction of a canal, draining of lands and other sanitary improvements could be done in accordance with the Agricultural and Sanitary Improvement Act by a Committee in a certain way and then afterwards the cost may be apportioned between the people benefited and the District Board by the Collector and collected in accordance with the subscription fixed. I think money would be required beforehand from Government or from the District Board. The improvement can also be effected by private bodies if the Magistrate can give a guarantee that the money can be recovered by him later. In the district of Bankura some irrigation projects have been executed by the co-operative credit societies. People raised some money and the balance was borrowed from the Central Bank.

Q.—Would in your opinion the execution of such works go a great way in solving the unemployment problem among the educated middle-class Bengalis?

A.—No. I do not think so. The Magistrate might require 1 or 2 clerks and the services of a few engineers and contractors would be required, but that is not much. In my opinion the scheme if undertaken would improve agriculture and sanitation but it would not be a solution of the problem under consideration.

Q.—Is irrigation necessary in the province?

A.—Yes, it is necessary in the districts of Midnapur, Bankura, parts of Burdwan, Birbhum and Murshidabad.

Q.—If there be delay in sowing of crops a great amount of labour would be totally wasted. Is it not desirable to prevent the risk of agriculture and to make it more profitable?

A.—There must be chances of loss in agriculture as in every industry. I am of opinion that improvement in agriculture is only due to thrift and that the *Bhadralok* class would improve in agriculture because they are thrifty people.

Q.—What is your opinion regarding the actual labourers in villages. Are they better off than the cultivators on a small scale?

A.—In the villages the cultivator is better off than the labourer. Although the cultivators has less rupees he handles larger amount of wealth in the form of crops he produces. But in case of a labourer who is employed in a big industry like a jute mill he is certainly better off than the cultivator. In the village, however, the labourers are worse off.

Q.—What is your opinion regarding the cost of education? Is it not rising higher day by day.

A.—Yes. The cost of education should be increased to such an extent that only those who are fit for it or would enter the services of the Crown or to take such professions as engineering, law, medicine, etc., should have higher education. In the case of meritorious but poor boys they would prosecute studies by securing scholarships. I would recommend a large number of scholarships for such boys. Those who are not fit for higher education should go in for vocational education which would lead them to some employment.

**Oral evidence of Captain J. W. Petavel, R. E. (retd.), Principal,
Maharaja of Cossimbazar's Polytechnic Institute.**

(Examined on the 25th August 1923.)

The Committee have ascertained the opinions of all those who are best qualified to speak about what can be done at the present moment in Bengal to give relief to unemployment, and its Chairman has also made, as I know myself, an extensive study of what has been suggested in other countries to deal with the problem, in the circumstances I am not going to attempt to put a personal opinion before the Committee, but shall limit myself to dealing with what Calcutta University has been doing in connection with this problem and to stating what practical results have so far come of its activities, with a view specially to considering how they agree with what others are suggesting and doing.

It is not, I think, as generally known as it ought to be, that during the last four years Calcutta University has received sums of money, subscribed, among others, by Sir Dorab Tata, Sir Dinshaw Wacha, and several prominent Indian and European merchants of Calcutta, and has spent that money and some of its own to the amount of some thousands of rupees, in carrying out what was really a world-wide enquiry into a plan to deal with the problem of unemployment of the

educated classes: See the *Calcutta Review*, October, 1923, from which it will be seen that the result of these enquiries was considered to be entirely encouraging.

I shall outline the plan, referring for details to the Report of the Calcutta University Commission, Vol VII, page 18, to "Man and Machine Power" (Calcutta University, pages 162, price Re. 1-8) and "Self-Government and the Bread Problem" (Calcutta University, pages 108, price Re 1-8).

The plan is generally spoken of as the "Educational Colonies" plan. The name naturally produces an impression that it would bring children up in such a way that they would have better chances of employment but would not relieve the unemployment actually existing. That, however, is not the case; it would do both things and in all probability help on the very best ways measures for the relief of existing unemployment.

The ideal in view is an education system in which boys would have a very short day in school, about three and a half hours, and spend a considerable part of their time at productive work—games, however, would not be neglected as they form an important part of sound education. The productive work would consist of work on the land and all the industries connected with it, including building. Technical training, as distinct from productive work, would be voluntary. The school under this plan would, in fact, be a labour-colony in which boys would have three to four hours school work a day and some technical training if they wanted it.

The feasibility of the educational colony depends upon the economic fact that articles can be produced now-a-days very cheaply in a good organisation, but, owing to our complicated distribution system, the same articles cannot be bought very cheaply. Boys therefore by taking produce to their homes, would earn well as distributors, apart from any thing they might earn as producers. Owing mainly to that fact, this educational system would be very economical and it would not matter, therefore, very much if progress with studies were retarded by this programme. Educationists, however, hold that a properly arranged day, with varied occupations, would be so much healthier for the boys that it would probably be found that they would make nearly as good progress with the shorter hours and some say quite as good.

Now an educational organisation of that kind, if it were to spread, would give immediately an enormous amount of occupation for educated men. Such men would be required, not only in connection with the teaching, but also in connection with the various agricultural and industrial work. It is anticipated that it might lead to an immense extension of popular education in India practically solving the problem of unemployment of middle-class men. That is particularly urged in the Calcutta University publications.

The general idea, however, is that those who had been brought up in such organisations, if they ever found themselves unemployed subsequently, would be able to come back and work in similar establishments in which they would be able to earn their maintenance, and a bonus after a short period to make a fresh start in life. In that way it is hoped that the plan would give a complete and final solution for the whole problem of unemployment. But the practically important question is how the first steps are to be taken. In actual practice it is anticipated that at least at first the "educational colony" would have to be a

kind of co-operative colony of small holders and small industrialists, as it is not expected that it would be possible, at first, for an educational organisation to manage industrial and agricultural work so as to make it pay. The idea therefore is that the holdings and workshops would be the enterprise of those who managed them, but they would be working with the school authorities on certain conditions. They would agree to employ boys under suitable arrangements and to give them remuneration in kind when they had had sufficient training to be worth it; also to sell some produce at the wholesale prices for boys who were not yet earning in the colony to take home, so that they would earn the distributor's profit even before they were earning as producers. Practically, then, it seems that the most hopeful plan is to establish an industrial and agricultural colony for the middle-class men and use it as an foundation to build the educational colony upon.

In that way the educational colonies' plan would be, from the very outset, a plan for the solution of the problem of unemployment.

Of all the ways of relieving unemployment among middle-class men, the most rational, perhaps, would be to establish some industries in which they would be able to work as operatives for a short day or half a day and cultivate a little land for the rest of the time.

The wage of an operative in a good industry is as much as the pay of a clerk or even of a schoolmaster. Cultivating a little land to produce a few things to use in the home, and to sell at profitable rates to friends can easily be made still more paying; it is different in every way from farming in the ordinary sense of the word.

Prominent industrialists have testified as to the feasibility of working factories by "shifts" of workers doing short hours, but the factory being able, in that way, to do very long hours in busy times. An educated man, though he can hardly be expected to work all day in a factory, could be expected to do a short shift. Educated men would rarely make good farmers, a farmer, moreover, requires capital, the combination of the two occupations is the economically sound plan admitted to be by prominent industrialists; we must try it on that way and it would then probably extend. The great strength of this plan would be by combination at once with the educational colony scheme.

The colony school should be on the educational colony principle. It should have a plot of land, and boys should go out of class throughout the day in rotation—the only system that is really effective and take their turn at the work of cultivating the school plot. In that manner each boy would go home having actually done the work that is to be done on the small holding at the time of year, ready to make himself intelligently useful. Thus even if the parents started with very little knowledge, the plots would soon be cultivated in a manner to make them profitable, yielding things for the home and a source of some income in addition. Besides that, boys with an industrial bent, rather than an agricultural one, would be able to work half the time with their fathers in the industry.

In a word, it might be said that the economic strength of a colony of this kind would be in the fact that it would enable the children to help; the help they would give would be instructive and profitable to them.

In that we might do some thing at once that would lead also to the root of the problem.

Going deeper down, as we might express it, all who have studied the subject agree that the best hope for India is in the establishment of cottage industries.

They must be cottage industries, however, on the more modern plan of a co-ordinated group of cottage industries, grouped, as one might say, round the factory, each doing some part of the work of producing a manufactured article. Of this plan, of course, we have had innumerable examples in Europe; steam power, however, was against it and brought the workers to the factory, but now electric power is making the plan suitable again.

The Calcutta University publications suggest that the Government and the public should be induced to help in the foundation of a colony such as that described above for the light it might throw on the solution of all the most important problems of the day.

It was suggested that the Government might promise to take some suitable article from the colony for the railways, the Army or some Government service, and that this mere promise of support would be sufficient to render it possible to get the necessary capital.

It is anticipated then that there would be no difficulty about getting the necessary capital.

It is suggested that in the case of the pioneer colony those joining should be asked to bring a little capital of their own, so that they would be able to have some stake and responsibility in the undertaking. A capital of about fifty to a hundred rupees each is suggested. The remainder of it is anticipated would then be fairly easily obtained from the public.

It is specially pointed out in the University publications that the colony that would thus be brought into existence would for very many reasons be attractive to pensioners. Pensioners who had had the useful kinds of experience might be induced to live in it and could be very useful by forming themselves into a reliable committee of control and management.

Other people with small means would be attracted to such a colony for the educational facilities it would afford. Even those who could not take up their residence there altogether might in many cases spend a good deal of their time in them for the sake of the education of their children. In this way land values might be created which might be an item of very great importance in the pioneer colonies.

An enterprising Calcutta business man, Mr. W. E. Alexander, is offering some facilities for a first start, a committee has been formed, an appeal has been issued that has met with some response, from people willing to join with some capital.

Another hopeful application of the colony plan is the one to which the name "duplication of employment" has been applied. It would pay all earners of small wages under modern conditions to take half the year on leave without pay if they could have their families in colonies in which they and their children would produce a good many necessities for their own use, and at a place where they would not have to pay the high rents as they do in the towns.

The plan is certainly applicable in the case of the teaching profession and as clearly in the case of some clerkships. But it would have to be combined with the "educational colony" idea. Most schoolmasters, clerks and others, however, have very little knowledge

of and very little inclination for cultivating the land. Practice however shows that even where parents have no natural inclination, if the children are systematically and efficiently trained to the work, the parents take very readily to helping them, specially when they see that the work can be profitable—and in that manner even the least inclined are led to cultivate their plot.

I have very briefly summed up plans in connection with which there is much detail. As, however, I have already mentioned, we have gone into the details and subjected them to criticism, we may say, in every part of the world, and in conclusion I may quote the words of the late Vice-Chancellor of the University, Sir Asutosh Mookerjee, who said: "I have had lectures on the subject printed and sent to the Professors of Economics in every university in the Empire, and many foreign ones, for criticism, and the result was entirely satisfactory; there were in fact only favourable comments".

I may add that these favourable comments came from some of the most eminent authorities on the subject.

One thing that Calcutta University has been emphasising very strongly indeed, and which is of course of the very greatest importance at the present time, is the political aspect of this question. It is perfectly clear that nothing better could be done for the peareful emancipation of India than to emancipate the middle-classes economically, by solving the problem of unemployment. All patriots who are in any degree in earnest have to recognise this, and when they all recognise it, they will see a perfectly constructive direction for their patriotic activities. This is dealt with in the University pamphlet "Non-co-operation and the Bread Problem".

(By Mr. Finlow.)

Q.—Your suggestion for the employment of unemployed middle-class men is agricultural colony?

A.—I consider they are generally incapable of becoming agriculturists in the ordinary sense, but should combine the cultivation of a small plot to produce their own food with teaching or industrial work.

Q.—What do you mean by the industrial and agricultural colony?

A.—I would refer you to my pamphlets, very useful example is the Swiss Labour Colony which aims, as far as economically and practically possible, at producing things for its own workers. Professor Bannerjee will bear me out that on a general average things can be produced, under good condition for something like $1/2$ and $1/3$ of the prices at which they are sold. It follows that if you have an organization of people producing to a considerable extent of themselves they would get necessities for half a day's work or less. The things that we consume commonly and comparatively in large quantities can to a great extent be produced by an organization of this kind. It can produce many articles of food, it can do the repair work and it can do a considerable amount of building work, representing the total of a very appreciable proportion of what we use and consume. Such an organization as this would solve the problem of unemployment entirely. People say if it can be solved

so simply as that why are nations suffering from unemployment? There are two answers. One is that people are still obsessed with the idea that anybody seeking employment in a colony organization would separate himself from the world. Under modern conditions however that would not be so for he would very easily accumulate a little surplus and then having accumulated it and gained a little experience, would go out in the world and try to establish himself there. If he failed he could come back to the organization.

(By President.)

Q.—Suppose if you are given 500 unemployed men how would you start it?

A.—We should have to start a thing of this kind with people with a little capital. The colony committee would not try to manage the industries and farms but merely co-ordinate them so that they would support each other and help each other and make rules for the benefit of all so that the colonists would work as far as possible on the principle of producing for its members. Those who have no capital would work as employees to the others. We must begin by helping those who are best and not the worst and get some with little capital, also pick those who have some amount of inclination for practical work. But Government or other help in the ways I have indicated would be useful.

Q.—What industries would you recommend for them to start?

A.—With respect to industries it must always be remembered that an industry that might be very good now might be less so in a couple of years because it might be overdone. The most hopeful thing seems if we cannot get Government help to try and get a number of people each doing some part of the work of producing a finished article, as for instance with the watch industry as it was originally in Switzerland. The principle is equally applicable to some other industries.

This seems the way in which things will have to develop in India. Agriculture in all its various branches would play a very important part. In the beginning I would suggest poultry, dairy, general farming, sugar cultivation, lac cultivation and I should suggest as industries the manufacture of jam and preserves, match manufacturing, building, carpentry, leather making, oil mills. When you get a group of agriculturists together these industrial enterprises are automatically brought into existence. Then there would be machinery and therefore repair work. If we cannot get Government to form a big organisation as the Swiss Government has done we have to look to other ways. In India we have a considerable number of parents and guardians who are quite prepared to launch their sons and wards into little enterprises either agricultural, industrial or commercial but they are afraid that all the money will be lost. In such colonies they would have less reason to fear.

Q.—How do you propose to prevent that?

A.—I propose to form a strong organization to direct the efforts of these young men and if necessary control them. We want to form a committee of practical men to guide and direct them. The committee could report about them to their guardians.

(By Khan Bahadur Maulvi Wasimuddin Ahmed.)

Q.—If you start an agricultural colony a practical man will be required as Manager. Who will pay the cost of the land? Have you prepared any scheme, estimate of cost as well as probable return?

A.—Once more there would be no General Manager either of the industries or of the agriculture, but merely a body to advise and inform guardians or those who had lent the money as to how it was being spent.

There would also be no estimate for the industries each individual coming with his own capital would make his own estimate.

We must know how many would join before we could make an estimate for the general colony expenses.

Q.—When you are going to advise young men to form a colony and to do these things will you not recommend to them what business will be most profitable?

A.—No. We will simply say “Do you want to start an industry, or you want to be an agriculturist? Will it not be better to join with others in a colony? We can hardly advise”.

Q.—So far why efforts in this direction have not been successful?

A.—Because they have been rather in the hands of the people who look upon machinery, which is essential, as satanic.

(By President.)

Q.—What about Sir Daniel Hamilton's scheme?

A.—So far as that is concerned the land is low in Sunderbans where only paddy is grown. It is totally the wrong kind of land for *Bhadraloks* they must go to high land. It is malarious.

(By Khan Bahadur Maulvi Wasimuddin Ahmed.)

Q.—There is a suggestion in your note that there would be double employment. Would it be possible for young men accustomed to office work to go to the field and come back after 6 months to work again?

A.—There are many cases in which it would be possible.

(By President.)

Q.—Do you think it will be possible for any employer to take in men for 6 months and let them go for agriculture and come back and again work?

A.—Many employers agree that there are a number of cases in which it would be possible.

**Oral evidence of Mr. P. J. Hartog, Vice-Chancellor of the
Dacca University.**

(Examined on the 3rd September 1923.)

I obtained the impression as a member of the Calcutta University Commission, and it has been confirmed since, that the average intelligence of the middle-class Bengali is decidedly high, I should say also that the average Bengali is capable of hard work, and I think he has the natural gifts necessary to make an economic success of life. I am speaking of the average.

Causes inherent in the members of the class.—I do not know exactly what is meant by “inherent” in the questionnaire. But there are traditional difficulties. In the first place there is the caste difficulty, which prevents a certain number of people from using their hands. Many persons come to me for recommendations for employment who are absolutely unwilling to use their hands for earning their livelihood. Another fundamental difficulty in the way of success is the hesitation of the average Bengali to take any risks. That hesitation is largely due, I have no doubt, to two causes, the example of Government employment with its security, and early marriage. I recently asked a distinguished Bengali gentleman if he could explain why the Bengalis had allowed the commerce of Bengal, which, as we know, was in the hands of the Bengalis to a considerable extent during the days of the East India Company, to pass so largely into the hands of Europeans and Marwaris. He attributed this very largely to want of enterprise. Other people have attributed it to different reasons. I am inclined to think that the unwillingness to take risks stands very largely in the way of those who, if willing to take risks, would make a success of their life. No commercial business can be established without taking some risks. There is another point I should like to mention in this connection. There is in Bengal a tendency to make what I might call “salary-castes”.

You see a young man who is earning Rs. 50 a month. That man is in many cases debarred forever from earning a great deal more, because there is a great reluctance on the part of employers to trust to his ability to rise. He is regarded as belonging (say) to a Rs. 50 to Rs. 150 caste, and his present salary is regarded as indicating the ultimate measure of his abilities. Of course it is possible to overcome that. I might quote the case of a man at home who began his career as an office-boy in a Government Department and who is now regarded as one of the leading authorities on certain branches of finance and is earning a salary amounting to several thousand pounds a year. I very much doubt if a boy in a subordinate service in India would be likely to rise to such a position, under present conditions, whatever his ability, owing to this particular form of caste-prejudice. I hope that employers may take a different view in future.

I do not think that there are any natural causes that are actually “inherent” in the Bengali middle-classes which tend towards unemployment. I am entirely confirmed in the opinion that the average Bengali is a man of distinctly high intelligence.

Causes resulting from the existing system of education.—Here again my impression of 2½ years ago as a member of the University Commission corresponds almost exactly to my present impression. I regard the education given now in the majority of places of secondary and higher education, in Bengal as tending to diminish the intellectual energy of those

who receive it. It is sterilising. I think that the education as at present imparted is in many cases a positive disadvantage to those who receive it, and tends to render the students worthless in the market than if they had worked by themselves. It has been said to me again and again that the best clerks are those who commence work early without degrees. Let me take a specific illustration of what I mean by sterilisation. In the University of Dacca every student has to do some kind of tutorial work and in Mathematics we have set up tutorial classes. The best students regard this as a very great advantage. But I was told that the average and less gifted students resented learning how to work mathematical problems. They said that they had been accustomed to pass mathematical examinations by learning book-work by heart and that it was unfair to ask them to do more. In other words they actually resented being taught how to use their own individual powers. It seems to be generally thought that a different kind of education necessarily implies a difference in the subjects taught. But a change in subjects without a change in method would be useless. I think that by altering the methods of education quite apart from the subjects you would greatly increase the number of the middle-classes capable of earning a living.

Vocational education may be of two kinds. It may be education for an existing vocation; but you may also take into account the economic possibilities of the province and give technical education of a kind that will train experts in such a way that you may be pretty sure that capital will be forthcoming to enable them to create new industries. In Bengal at the present time there are great opportunities of creating industries if you get the experts. I have consulted Dr. Meek and Mr. Das regarding the opportunities in tanning. There is a possibility of greatly extending this industry if the number of men with a scientific training in tanning is increased. The province is also capable of an immense production of oils, fats and soaps. The training of chemists in the technology of these substances would, I feel sure, lead to the investment of fresh capital in the manufacture. From the way in which Government loans are subscribed in India it is perfectly clear that there is plenty of capital available. If you had your experts and if people could be sure of securing 10 to 15 per cent. profit they would prefer to invest their capital in industries rather than in Government securities.

Agricultural industries.—Agriculture is, however, the greatest industry of the province; it supports over three-quarters of the whole population, and it might reasonably be expected to give employment to the brains of a large number of the middle-classes. But this not at present the case, largely for reasons pointed out by Mr. L. Birley in a memorandum presented to the Calcutta University Commission. He shewed that under the existing system of tenure a zamindar on the one hand, would not be financially justified in employing an agricultural expert in the ordinary sense of the term (though he might be justified in employing an agricultural engineer to reclaim or improve land); and on the other hand the average holding of the cultivator is so small that he cannot afford to pay for expert advice. That is the central factor in the situation. The recent census shows that the average size of such a holding is only a little over two acres. Government can only employ a very small number of experts to give advice gratis. But co-operative effort might, in Bengal, as it has done in Denmark and in Ireland, effect a revolution in agriculture. By uniting, the peasants of Bengal might obtain the advantages both of large and of small culture, and if they did so they

could afford to employ a large number of the *bhadralok* as experts for the improvement of their methods of cultivation and of dealing with animals, and increase very considerably the agricultural output of the province and its prosperity as a whole.

In giving evidence before a Committee on Technical and Vocational Education in the Dacca district of which I am Chairman, Mr. G. Evans, then Director of Agriculture in the Government of Bengal, suggested that a new agricultural industry might be created in the branches of seed-growing and plant-breeding if properly trained experts were forthcoming and my Committee will report on that question.

President: We are going to make certain suggestions regarding agricultural colony.

There again I think you might have a very considerable field of employment for university-trained men. I think you might create new avenues for them. I hardly think there is much prospect for full-time employment of large numbers of the *bhadralok* in agriculture in the immediate future, but ultimately I think it should employ them in considerable numbers. For the immediate future I think industries such as tanning and the manufacture of oils, fats, soaps, candles, etc., are more important.

Causes resulting from absence of information as to any but a few well-known fields of employment.—I think no doubt if there were employment bureaus they might be able to bring employers and employees together. Advertisements in the newspapers are however very largely used and men look at them for openings.

Causes resulting from the financial state of the members of the communities.—I have nothing to offer.

Remedial measures for the immediate relief of the unemployed.—My knowledge is not that of an expert. I have had a long discussion with Captain Petavel about his schemes. I think his schemes are very interesting but before you could recommend their adoption on a big scale they would have to be experimented with on a small scale. I think that some experiments in this direction would be very valuable. We know, however, from the history of colonies of this kind that the chances of success are uncertain. I am a little sceptical as to whether untrained and unskilled men could successfully earn their livelihood in such colonies. Captain Petavel very rightly suggests that the process of training in agriculture should be begun young. The Punjab System of providing quite small farms for teaching practical agriculture in the middle schools seems to be very attractive. I think it would be quite worth while sending some one from Bengal to inspect the Punjab System.

Remedial measures for the prevention as far as possible of an aggravation of the present state.—When you come to that you are dealing with a world problem. When we were in Calcutta in 1917 as members of the Calcutta University Commission we found that there was no unemployment of the middle-classes. But matters have changed since then. There has been great industrial slump, and the competition has been increased by the return of men from the war.

Remedial measures for the prevention of a state of unemployment in future.—My previous answer covers this.

By President.

Q.—What particular profession do you really train students for the Dacca University?

A.—We are feeling our way. We are trying to educate our students better than before for such professions as those of teaching, law and industrial chemistry, as well as for various expert and general posts in Government service. We have also set up a course in commerce. But our main problem is to give, in all our branches, education on lines that will stimulate the general intelligence of the students, so that they will be adaptable to the conditions under which they have to earn their livelihood. In England a large number of men still come from the Universities without a specialised education and (yet) make their way with success in the world. I attribute, however, that success in large measure to the education which an English youth receives *outside* his school or college or at any rate, outside the classroom. An Indian youth has not the same opportunities and it is therefore all the more important that his University education should be so designed as to make him learn how to think and act for himself.

Q.—Practically all the answers that we have received demand more vocational education. How should the development of technical education be controlled so that in engineering and other technical vocations there may not be a repetition of the same state of affairs as in law?

A.—If you are going to have more industries you would find employment for more engineers. Technical education should be given in subjects which would lead to employment.

Q.—How can we take into account the economic possibilities of the province with a view to training in definite lines? How could we make a forecast as to what industries would require how many men?

A.—It seems to me very difficult to estimate the precise limits in each case. I have suggested cases in which the supply of experts might create the demand.

Q.—Even if we take the present state of affairs without looking into the future how are we to know as to how many accountants are required, how many professors are required, how many engineers etc.? Should we not have some organisation which could discover them?

A.—I think it would be a good thing if it could be done, but it appears to me to present considerable difficulties.

By Mr. Khaitan.

Q.—What do you think should be the nature of vocational education suited to the province in view of the goal that we intend to reach as a result of that education? Don't you think that there should be some difference in the nature of the education to be given if our goal is to be the establishment of large industries or if our goal is to be the establishment of cottage industries either by hand or by power? Don't you think there would be some difference?

A.—I feel very strongly the importance of what you say. One of the great defects of education as given in England is that it has produced an interest in things that are only to be had in large towns and that it has tended to the depopulation of the rural areas. As ordinary education increases in agricultural districts they seem duller and duller to the persons who have been educated and that is one of the real reasons for migration to the towns. I think that nothing could be worse than the depopulation of the rural agricultural areas of Bengal and overcrowding the towns; and that makes me feel all the more strongly how important it is to develop cottage industries and to create an interest in occupations other than agriculture as well as the agriculture itself.

Q.—Coming across gentlemen in Dacca and other places in Bengal outside Calcutta don't you think that the wealth of the people in Bengal is distributed in small quantities in the hands of a large number of middle-class people, *e.g.*, lawyers, doctors, engineers and such kind of people, rather than that wealth is concentrated in the hands of a few and render the capital resources of the province inorganised. Do you think that there are a very large number of people having wealth to the extent of say 30 to 50 thousand rupees and if they find that successful industries could be established with that amount and with which they could be able to find employment for their dependants they would invest their money in such industries? Do you think that such a class of people exist?

A.—I have no precise knowledge about that point. My impression is, however, that there are such people. It is quite obvious that at Dacca there are a large number of people of moderate means.

Q.—That being so and the capital resources of the province not being organised and the province as a whole not being suitable for easy development of large industries don't you think that if the nature of education imparted is to be altered we should bear in mind the development of small industries run both by hand and power?

A.—Yes, if we are to change the nature of our education we must bear in mind that cottage industries should be developed.

Q.—Don't you think that in the early stage of education when the child cannot decide which particular type of industry he should join he should be taught the elements which are common to industries, *viz.*, small machinery used in small industries?

A.—I do think that every Indian boy ought to learn how to use his hands if that can be done without involving excessive expenditure on the part of Government. I entirely agree with you.

Q.—Along with using the hands the child at different stages could be taught how to keep accounts and generally manage a small business. Don't you think that is an element which is common to all kinds of business.

A.—I do. I think that he could learn the elements of book-keeping as part of Arithmetic.

By Dr. Banerjee.

Q.—You spoke of the defects of the present system of education. In what direction would you suggest changes in order to remedy those defects?

A.—I think the present system under which a student goes to lectures, takes down notes which he learns by heart, never does any independent writing work or learns to copy out answers to questions which can be found in a single book, is defective. In Dacca the students are taken in small classes, and trained individually.

Q.—It seems that the problem has two sides. In the first place you have to develop the power of thinking of the average boy and in the second place to bring him in touch with the actualities of the world. How do you propose to bring the boy to the actual facts of the world during his school and college career?

A.—I think the only way to do that is to adopt the English system, *i.e.*, give them societies, clubs, etc., and leave their management to them, so that he may learn to take responsibility. The development of activities outside the class-room I regard as a most important part of education.

Q.—What do you think of the hostel system in this respect? Don't you think that the old system of messes from the point of view of bringing the boys in touch with the outside world was better? In the hostel system all the boys live together without spending any time or thought on anything concerning their boarding, lodging, etc.?

A.—The disadvantage of the old system of messes that I saw in Calcutta was that they were conducted under such insanitary conditions. In Dacca the students in most of the hostels subscribe the money necessary for their food, arrange for the buying of the food and supervise the kitchen.

(Dr. Banerjee. That used to be the old system.)

I think there are advantages in leaving them to manage their funds for themselves.

Q.—As regards vocational education what standard would you suggest—the higher standard or lower standard? Would you allow a boy to choose before finishing his school career after he finishes his matric? Suppose that a boy is destined for an industrial or commercial career at what stage should he leave the ordinary system of education?

A.—It depends on what industrial system he is going to choose and the position which he aims at occupying. If he wishes to be an engineer in a responsible position he must clearly have an advanced training. But if he aims at a subordinate position in an industry it would save his time to go to a trade-school. The whole problem of trade schools should receive the attention of a committee.

Q.—Do you want separate schools for such boys or do you want to provide trading instruction in the ordinary schools?

A.—You can provide such instruction in ordinary schools to some extent. The Dacca Committee to which I have referred are suggesting that preliminary training in certain branches should be given in

the ordinary high schools. But everybody in England could, I think, agree that you cannot have a training of this kind given in an ordinary high school in such a way that a boy could earn his own livelihood by means of it on leaving school. I don't think it is possible for a boy to carry on his general education in such a way as to fit him for university education and at the same time learn to earn his living in an industry.

Q.—You are connected with the Secondary and Intermediate Board at Dacca. In what respect changes have been introduced?

A.—In the Jugannath Intermediate College at Dacca they have introduced training in commerce, dyeing, chemistry and botany.

Q.—How is the system working?

A.—The time has not yet come when we can judge the results of this new system.

Q.—How do you propose to stop sterilising?

A.—Your system of education must be such that it stimulates and tests the boys' intelligence instead of deadening it. An alteration in the present system could greatly help to solve the question of unemployment by making the pupils more employable. But this change can only be gradual. In the meantime you should start schools for teaching special industries, such as leather, weaving, etc. You cannot, I think, train people in large numbers for cottage industries without tradeschools.

Q.—As regards the location of these special schools do you think that training for larger industries should be given in schools located in large towns like Calcutta and training for cottage industries should be given in schools located in small towns?

A.—I should not like to give a general opinion on this point. The location of these schools would depend on various considerations such as the cost of land and buildings, the condition of industries, the possibility of taking students to mills, etc., for instruction, etc., etc. What you want is to provide the most efficient teaching at the minimum cost. The chief difficulty in Calcutta is the great cost of acquiring land for teaching and hostel purposes.

Q.—Suppose it is decided to establish a polytechnic school.

A.—I think there is room for more than one such institution. I certainly think that there should be technical training in Calcutta but I don't think that it should be exclusively given in Calcutta. I think Eastern Bengal should have a centre for technical instruction.

(By Mr. K. C. Roy Chaudhury.)

Q.—You have seen Indian students trained in King's College and similar students trained in the Dacca or Calcutta University. What is the striking difference?

A.—The best students of the Calcutta University are as good as the best students anywhere. When you come to the average there is a difference. The average English student does not come to the Principal of the College. I say to him "how am I going to live? Get me a job". Of course he comes to the Principal for a testimonial, but from the past he realises that he has his own way to make in the world.

Q.—We hear that character is not developing in our colleges. What is the thing in English schools or college which is wanting in our schools?

A.—I think it is in the opportunities for responsibility that are given, so that the boy learns to do things in which he depends upon himself and in which he knows that he will be judged by the success or failure.

Q.—Don't you think that evening schools as in England will be more beneficial than a centralised polytechnic?

A.—You have got to take into account the difference in climate. Men who have worked in England and in India tell me that where they could do 10 hours' work at home they find 8 hours is the absolute maximum in India. Because one individual boy can do 8 hours' work and then go to an evening school and work for 2 or 3 hours it does not follow that this can really be done by a large number of boys. But there are evening schools in Calcutta which should afford a basis for judgment on this particular point.

Q.—Do you think that the Bengali home life is the cause of the great difference between the English and Bengali boy?

A.—The Bengali boy is brought up under a caste system and is bound to to a great extent to customs which prevent him from taking a very active part in outdoor life and mixing with fellow class-mates. I should like to say generally that my impression of the home influence on the boys here is that they are rather too much protected by their parents. I feel that early acquaintance with the minor hardships, what we might call the rough and tumble of life in a public school, is a very good training for the difficulties of real life.

Q.—Would you care to give any opinion on the system of education given to Anglo-Indians in Calcutta?

A.—That is a point on which I cannot give any opinion.

**Oral evidence of Mr. W. L. Carey, M. L. C., of Messrs. Bird & Co.,
Calcutta.**

(Examined on the 25th August 1923.)

After referring to the opinion expressed in his note on technical and vocational education by Mr. Carey the President said that Government are going to establish a technical school for the training of mechanical apprentices.

(By President.)

Q.—What subjects would you suggest should be taught at our Calcutta Technical School?

A.—All technical subjects which would extend the field of employment should be taught, such as book-keeping, chemical making, small trades, etc., and evening classes as in London and Polytechnic School would be useful.

Q.—What openings would there be in Bengal for men so trained?

A.—Men so qualified should not merely endeavour to aspire to fill up higher positions in the trade, but should also qualify themselves to fill in the lower posts and gradually work up to higher appointments.

Q.—What industries would you suggest these men should qualify for?

A.—Boot making and manufacture of leather goods, manufacture of chemicals, mechanical engineering, paper making, analysing work, commercial chemistry, designing, draughtmanship, surveying, carpentry, joining, metal working, paint work, pottery and small trades not requiring much capital, etc.

Q.—What training would be required to qualify a student for these industries?

A.—He would where possible be better to be an apprentice in the first instance in a factory and receive his theoretical instructions at evening classes. This would of course mean that he will have to come to Calcutta for it, which would not be suitable to a great many living outside especially as the factories work long hours in the day. It would be the best way all the same.

Q.—Have Anglo-Indians been employed in such factories?

A.—We have tried Anglo-Indians and some are doing well. We have always been ready to consider the training of Anglo-Indians to replace expensive men brought out from home and to train up good type of boys from industrial and public schools.

Q.—Do you think that the School of Mines at Dhanbad should be pushed on?

A.—Yes, more ought to be done. There is a big field now in mining for young men specially as all the bigger mines are being worked by electricity.

Q.—Would they require theoretical instruction?

A.—Yes, theoretical instruction would be helpful, in fact I should say necessary.

Q.—Would you suggest that such instruction should be given in mining areas such as Dhanbad?

A.—Yes, I would. The school at Dhanbad should be pushed on.

Q.—What is your opinion about wood working and building, constructions, etc. Are there openings for young men in these trades?

A.—Yes, it would seem so. But it will require special training to qualify young men to fill posts in these lines.

Q.—Could you suggest any other lines for apprenticeship?

A.—I would suggest the training of apprentices in the utilisation of bye products, such as the manufacture of chemicals, coal tar distillation, manufacture of gas, etc., these industries require special training, there are not many firms who manufacture bye products but these are possible suggestions. There are doubtless a number of other directions which can be found by enquiry.

Q.—Would you recommend that Government should award more State technical scholarships for the study of these subjects?

A.—Yes. We should follow on the lines of Japan.

Q.—Do you approve of apprenticeship training and the award of State technical scholarships to enable young men to qualify in special lines of business?

A.—Yes.

Q.—Would you recommend that the selection of subjects should be made by a committee who know the needs of the country?

A.—Yes.

Q.—In your note you state that an effort should be made to bring before the middle-class population the advantages of a change of attitude towards the professions and clerical service. Don't you think that people have realised that technical training will probably pay them better than Government service? For example, I have received 500 applications for 5 apprenticeships in the Tata Iron and Steel Works at Jamshedpur.

A.—Yes. There are indications of the people realising the advantages of technical education. The Calcutta Industrial Club is a useful organisation in advertising the advantages of technical and industrial work and in bringing it home to the people. There should be more institutions of this kind opened and assisted.

Q.—Do you anticipate any difficulty if, for instance, very highly qualified State scholars come back and find that there are no works in this country making highly specialised materials and things like that?

A.—It is no use going too fast in the development of industries, but we must proceed on right and considered lines. The development of industries has got to be slow as a rule to be sound. A certain number of highly trained men are always required but much the larger opening is for men with a good practical training in the smaller trades and industries.

Q.—Do you consider that there should be some sort of a body which would keep an eye on the industries, large or small, in which there are or are likely to be openings?

A.—Yes. It would be very advisable to continuously make full enquires as to the lines in which it is possible to get employment.

Q.—What is your opinion as regards the present educational system?

A.—The schools should have a definite modern side or a science side as in England.

Q.—Would there be openings for men so trained?

A.—Undoubtedly there are openings for men with good business training. Book-keeping and accountancy, etc., should appeal to better class Bengalis.

Q.—Do you suggest the pressing forward of remunerative public works as a temporary measure to relieve unemployment?

A.—In this country there being no question of surplus labour special steps should be taken for development of public works that would really benefit those who are actually prepared to work with their own hands.

Q.—You have some experience of employing Anglo-Indians in mines. Could you tell us the result?

A.—We have a very great number of disappointments and a certain number have stuck to their work.

(*Mr. Rundlett*: First of all I sent 22 unemployed Anglo-Indians to one colliery of whom 10 came back. I then sent 17 more of whom 6 came back. Those who remained were getting on quite well and the earning of one of them in his first days work was Rs. 3-12. Unfortunately from another Colliery the whole 12 have come back, the work being unsuitable all being married men. I hear the cost of living is annas 12 a day. Anglo-Indians are quite capable of competing with Indians there and I hope to send up a lot next week. *Mr. Carey*: Are they likely to stick to their work. If they are we shall get them better quarters. I think there is no reason why they should not get actual practical training for 3 or 5 years and certain selected men get certificates for Managership. They might have among them men suitable to be Assistant Managers. There are going to be new big fields opened up in a few years and men will be wanted. There is a fine opportunity for Bengalis also.)

Q.—Has there been a marked change in the industrial condition since 1918?

A.—Yes, there are some small industries which could be started on a small scale. Let the men learn the industries and let them learn their marketing. In some cases they will have to create their own markets.

Q.—Do you think they require encouragement?

A.—Yes. Practically none of the industrial problems of Bengal have been solved. I do think that Government should assist industries in all ways possible such as by undertaking researches, granting subsidies, etc., which would find more scope of outlet for men. One of the greatest difficulties of development of industries is the want of facilities for young Bengalis of entering a business house at the bottom and working his way up as can be done at home, owing to there being very few Indian firms who can take any Indian youngsters. We have three boys at present in our firm receiving such training. Some of the large firms have their own chemists and technical department but it is not easy for a large number of them to support such an establishment.

Q.—Do you think that an institution like the Calcutta Research Tannery is justified?

A.—I do not know its work, though, on the surface, it is.

Q.—To what extent do you think Indianization of Services has rendered the Anglo-Indians unemployed?

A.—I believe that in some of the up-country Railways, *e.g.*, in Punjab, Anglo-Indians have suffered as a result of the Indianization of Services but I do not think that it has seriously affected the position here as yet. I would suggest that it should be controlled. Retrenchment has undoubtedly had a considerable effect on them.

Q.—Do you think it is possible to relieve unemployed Anglo-Indians by emigration?

A.—I should consider it possible for selected men and families. I understand that Government is considering a small trial scheme for testing the Andamans. What I think should be done is to get them colonised in countries where there are already some Anglo-Indians such as Canada for instance. They should not go to a country like United States because there is a great feeling against colour. Now about Fiji, Mauritius, West Indies, Seychelles, etc.

- Q.—What effect would emigration have on the country here.
 (Mr. Rundlett: I think the distress is so acute that fellows are prepared to do anything. The effect on the country would be that the better element would go away and leave the others.)
- Q.—With a view*to recruiting Anglo-Indians as soldiers would you form a regiment and train them for an occupation or would you have regimental training while they are engaged in some trade?
- A.—During their service they should be taught a trade, so that at the end of their time they would be able to earn their livelihood. They should be enlisted for sections such as motor transport, supply transport, mule corps, air craft, general workshops, while senior boys should have training sufficient to make them good foremen, office clerks, Railway men, etc.

By Dr. Pramatha Nath Banerjee.

- Q.—As regards the technological institutes you have mentioned what type would you suggest? Should it be the University type?
- A.—The University type would be perfectly all right, but they are training higher class men that would only help the unemployment question to a small extent though they perhaps will help the creation of new industries and ultimately create employment. That should certainly not be overlooked.
- Q.—In the meantime you would suggest technological institutes of inferior type?
- A.—Both.
- Q.—Do you say the same thing with regard to commercial education?
- A.—Yes.
- Q.—Suppose they apply to the commercial houses for admission as apprentices would they be taken in?
- A.—If they did we would like to know for how long they are prepared to work as learners before they really begin to earn a good living wage.
- Q.—Suppose they were prepared to learn business with those commercial houses for a considerable time.
- A.—I think they would be taken in. We have always to bring out men from home and teach them. We would certainly have room for some apprentices.
- Q.—Is it possible that business houses will co-operate with the University in giving this sort of commercial training?
- A.—It is a new idea and will take a little time but might be worked out.
- Q.—What sort of education would you recommend for an ordinary boy who wants to be an efficient clerk in a business house?
- A.—I should teach him things like book-keeping, correspondence and general basis of business with a little commercial geography, something of the principles of business also good colloquial English and commercial English—greater stress ought to be laid on the English language than on literature.
- Q.—Would you teach the boy these subjects in a special school or in the ordinary school?

A.—I think in the modern side of an ordinary school—only those who look to business careers. Those who want to be professional men such as doctors, lawyers, should remain in the ordinary side. The other boys should come to the modern side and study there up to the age of 18 to 19.

Q.—You think that there should be a bifurcation at the age of 12 prior to which they can get on jointly?

A.—Yes.

Q.—You don't think that all the schools would be able to provide such arrangements.

A.—I am speaking of the town schools only.

Q.—Should the State assist large industries or small?

A.—I should think that it would be more or less a matter of choosing. I do not think you could lay down a general rule. There need be no distinction between large and small industries and I do not think that any hard and fast distinction can be drawn in giving State assistance. These industries which are particularly in need or which are in particular difficulties, also in which more scope for outlet of men can be found should be assisted. It is a matter of choosing. Assistance should be given when necessary.

With regard to Anglo-Indian schools there was a discussion between Mr. Cozens, Mr. Rundlett and Mr. Carey as to the state of these schools and Mr. Carey observed—

I think that the schools for the Anglo-Indians and domiciled Europeans should take greater interest and watch their pupils and if a boy has a particular liking for any special subject to develop him in that subject. After all there are a very few years for learning to enable him to earn his livelihood. A great deal more could be done by increased interest. The chief difficulties with the Anglo-Indian boys are that they have to compete with Bengalis with better education, greater capacity for learning and willing to work and live on lower rate of pay. I think it should be made possible to select a large number of boys and get something much more in the way of technical scholarships.

(Messrs. Rundlett and Cozens repeatedly emphasised that teachers in Anglo-Indian schools do not take any interest in the classes but pay attention to attentive boys and leave the others as hopeless.)

Oral evidence of Mr. S. N. Mallik, M.A., B.L., M.L.C., Chairman of the Corporation of Calcutta,

(Examined on the 15th September 1923.)

To my mind there is practically no unemployment. No doubt there are a great many unemployed men amongst the middle-class Bengalis but that is due to their not having the necessary qualifications for certain work and their disinclination for other works requiring the use of their hands. It is their inability to adapt themselves to the needs of employment and means of livelihood that makes them unemployable.

(By Mr. K. C. Roy Chowdhuri.)

Q.—What are the steps you would propose taking to combat the habit of unwillingness to do manual work?

A.—It is a purely social problem. It is not the fault of our young men. It is their misfortune. It is the fault of their parents, you can by no means make them give this up unless society takes up the question and is prepared to give up many wrong ideas cherished by it. Suppose, I a man of ordinary means, have got a daughter to marry. If I get a boy who is a mechanic drawing Rs. 120 a month and another boy who is a clerk on Rs. 60 a month, as a Bengali I would give preference to the clerk although the mechanic has got a better future before him while the clerk is not likely to rise high. It is intermingled with our caste system. The entire social psychology has to be changed.

Q.—Is it possible that we could do something by introducing in our schools manual work of that type which will infuse in the boys the habit of manual work? Do you think it would be satisfactory?

A.—There would be a tremendous opposition. In the University I am anxious to introduce a rule that unless a student has gone through 75 per cent. of the lessons in the physical exercise suitable for him he should not be allowed to appear in his examination.

Q.—Have you not noticed that notwithstanding good physical development the very strong fellows are not keen about manual work for their livelihood?

A.—Yes, I have. There is the question of mentality again. The only possible way to change the mentality is to introduce the English public school life here.

Q.—Are you in favour of introducing a compulsory blacksmithy class in each school?

A.—It is extremely difficult in Calcutta for want of accommodation. You may try it in the mufassal schools where there is accommodation. In Calcutta three-fourths of the schools have not got even one cottah of land for the boys to jump about.

Q.—Trade and commerce are in the hands of Marwaris, Parsees and Bhatias amongst Indians. What is in them that strikes you as lacking in the Bengalis for taking them up?

A.—Moral backbone and self-respect which the Bengalis have not.

Q.—You say that the Marwaris have greater self-respect than Bengalis. Will you kindly give an example?

A.—A Marwari boy takes life very seriously and is always anxious to earn his own bread from a very early age whereas Bengali graduates are not ashamed to hang on their guardians even when they are married and have got children.

Q.—From the point of view of strength don't you think that the up-country men are superior to Bengalis?

A.—I think to a certain extent. They can bear more trouble and can work harder but above all they have got the mind to do behind them which the Bengalis have not. For instance, you will find that while a Bengali motor car driver after driving a taxi for six months, finds the work unsuitable to him and becomes chaffeur of a private car, a Punjabi driver after working for

sometime gets hold of a taxi-cab for himself by the hire-purchase system and in the course of 5 years becomes the owner of a garage. Bengalis have not got the stamina or the determination to make them self-respecting. Another instance will be found in the Chinese. There are 5,000 Chinamen in Calcutta. They make shoes, cane furniture and other things and work as carpenters. On the average a Chinaman earns Rs. 3 to 4 per day, if not more.

Q.—Is that not due to the fact that the Bengalis are more or less given to occupations such as rent collectors, etc.?

A.—Yes, we always want to live on soft jobs. I will give you an instance. An M. Sc. came to me and asked for a job. I told him that there was no immediate vacancy in the office and when there would be one I could not give him more than Rs. 60 a month as starting salary and offered him an apprenticeship in one of our pumping stations. I explained to him the great difference in the emoluments and prospects of the two services. After tarrying for a short-while he asked to be provided with some work in the office.

Q.—Has it ever struck you that the present standard of living amongst our Bengali *Bhadraloks* is rather high compared with the economic condition of the country?

A.—In Calcutta it is high on account of higher standard in living and of the wasting habits.

Q.—Don't you think that a Bengali carpenter who earns Rs. 30 to 40 lives much more comfortably than a clerk on Rs. 50?

A.—Yes, because the carpenter's standard of living is lower.

Q.—Why should you pay Rs. 50 to a graduate clerk because he belongs to the *Bhadralok* class and has had University education while to a steady mistry who does 8 or 10 hours' work you pay Rs. 25 only.

A.—That is the order of the day. It is after all a question of social standard and a respect for literary bias. In England where the standard of living is very high an ordinary clerk gets 35s. a week while his neighbour who does manual work gets 45s. or more.

President : In England the clerk and the labourer have the same general education.

Q.—You have made some remarks in your note as to help from State and other bodies. Do you think that the State with all its willingness to do its utmost by legislation or any other means can succeed in solving this problem?

A.—Yes, Government can do much if they honestly try as Japan and Germany have done. Legislation is not the only method.

Q.—Do you agree with the views expressed by some of the witnesses examined by us that the standard of the University examinations should be raised?

A.—Yes.

Q.—Don't you think a great hypnotism exists for the lawyers' profession owing to the fact that so many of them have become wealthy vakils and judges?

A.—I think so but it is for the elders in the society to explain the real position.

Q Are not the Bengalis unemployed for the reason that the trade and commerce in Bengal are in the hands of other communities?

A.—I would venture to say that the reason is the Bengali's inability to adapt themselves to the needs of these occupations.

Q.—Can you suggest some methods for securing to the Bengalis the trades, commerce and industries of Bengal?

A.—I do not think I am competent to answer this question. You can't find out any means by which you can remove this difficulty of unemployment in a year or two. It is at the present moment a psychological question. Unless you can have the society's idea of *Bhadralokism* that you are a *Bhadralok* and can be *Bhadralok* on account of birth only changed and unless society thinks that any honest man who earns his bread by means of manual labour is as good a *Bhadralok* as any high caste person following literary pursuits there is no help for it. Also early marriage brings in the total absence of any spirit of adventure which must be stopped. These are social questions and it is for the community to take them up but in our country none is willing to take them up because we are all anxious to be politicians.

Q—You think that our present system of education in Bengal is defective. Suppose we get a better educational system in our schools and suppose we induce the parents and teachers to introduce an atmosphere that would not be antagonistic to manual work would that be helpful?

A.—So long as the caste system remains and *Bhadralok* is limited to the higher castes this is impossible.

(By President.)

Q.—At present even if we train a man as mill master we can't get him a job because he is a Bengali. Could we get at industrialists through a committee of educationalists and industrialists controlling technical education? Could we hope that if industrialists have an interest in the training of the pupils they would do something for the products?

A.—Yes. I think that sufficient efforts have not been made in this direction. It is high time that business men should realise that it is their duty to train up young men of this country. There are some influential European business men who are always willing to help us.

President : Yes, because if they can get suitable Bengalis and train them up that would be cheaper than bringing men from home.

A.—Yes, that is the only way by which they can substantially establish commercial connection between India and the other parts of the Empire for all time to come.

Q.—Do you think that a Board of well informed men to give teachers and guardians advice on courses of training that would lead to a definite end *e.g.*, industry, commerce or trade, would serve any useful purpose?

A.—Yes, such a Board would be very useful in placing before guardians the proper training that should be given to their wards.

Q.—Do you agree that at the age of 17 or 18 boys should be made to think what they are going to do in future.

A.—I entirely agree.

Q.—We have a number of clerks who are getting Rs. 60 to Rs. 70 a month and are really fit for better occupations. While they must work during the day can we not do anything for their training in the evening? Would you not be in favour of night classes?

A.—Yes.

Q.—You are in favour of starting a technological institute?

A.—Yes.

By Mr. K. C. Roy Chowdhuri.

Q.—What about primary education? If every body is educated would it not break down caste prejudices?

A.—I am very much in favour of mass education. I don't think that would help us in this matter particularly. It would help in changing the caste prejudices, mentality, etc., provided education is given on the bright lines. I believe much more on atmospheric education in the course of primary education.

By President.

Q.—Do you agree that the standard of pay and qualifications of teachers should be raised?

A.—Yes, that would have a marked effect on the pupils.

By Khan Bahadur Maulvi Wasimuddin Ahmed.

Q.—Could you suggest some profession which would give some employment to the *Bhadralok* middle-class Bengalis?

A.—That can't be in a particular profession. The whole question is the division of employment amongst the various classes.

Q.—Trade in Bengal is monopolised by the Marwaris. Can you suggest any means by which it can be transferred to the Bengalis?

A.—Yes, a will to do. The Bengalis are superior in culture but require business grounding.

Q.—But the Marwaris have money which we have not.

A.—The Marwaris did not bring money but brought down with them a deep determination. We have not got that determination.

Q.—Marwaris have got some name in the market and foreign dealers would believe any Marwari but would not believe us. How can we secure goods from foreign countries?

A.—In the same way that the Marwaris did 30 years ago.

Q.—Don't you think that we can gradually introduce business training in graduates and other educated *Bhadraloks* if we can organise a central bank in Calcutta and supply piece-goods obtained from Bombay and foreign countries for sale through these educated men?

A.—Yes, you can. I have done in that way.

Q.—Some people think that it will not succeed as these educated *Bhadraloks* have no business head and it is a risky affair to deal in foreign goods.

A.—That has been our curse—to sit on the riverside and cogitate while the *Marwaris* go down in the river and act. If we don't take risk we can't succeed. The pioneers in all matters must take risks.

Q.—There is a proposal of agricultural colony. Is it a paying business?

A.—In that line it will take a longer time than if you take to cottage industries, which you can do immediately.

Q.—You are in favour of home industries.

A.—Yes.

Q.—You say that the foreign merchants should allow Indians to be trained in their business. Besides asking these foreign merchants can you suggest any other means by which young men can be trained in trade or business such as dealing in foreign goods?

A.—By starting on their own in the same way as other people are doing.

Q.—Do you think it at all possible for youngmen both Indians and Anglo-Indians to make motor cars, lorries, etc.

A.—That would require such a large sum of money that it is beyond their means.

Q.—Is it not desirable?

A.—It is not for young men but for the capitalists to take up. Our young men should learn the work.

Q.—Is it impossible to start their manufacture?

A.—It is very difficult.

Q.—Don't you think that these Bengalis who have got money should invest in industries instead of lending money and purchasing zemindary?

A.—For that confidence must be created and that depends on the moral fibre. You have got few men here with business capacity whom you can trust.

Q.—How can we have that faith? Can you suggest how it can be created?

A.—It cannot be created in a day. It depends on our character. You can't improve a race in a day. It must be the work of years.

Q.—Cannot our young graduates who have got some character be made fit for such occupation?

A.—They could be if you don't make them graduates and get swelled heads. They won't, as a rule, take to small beginnings.

Q.—So far as this Committee is concerned can you suggest some way which can be recommended to Government for a *babastha*?

A.—My knowledge is purely ordinary common knowledge. We have got to take up commercial and technical training, etc.

Q.—Cannot Government do something?

A.—Government can do something but after all the mind is ours. We have got to do it.

Q.—Do you advise our countrymen to join in business?

A.—We are not fit now. People must be trained first.

Q.—You cannot suggest any means for the immediate employment of the unemployed?

A.—No. There is no means by which this unemployment question can be solved within 24 hours or so.

Q.—You ask us to begin in small business?

A.—Yes, with individual capital. You might get capital from banks or co-operative societies.

Q.—You are in favour of starting co-operative banks?

A.—Yes, the more there are the better. It is the only hope for the poor.

Q.—Are you in favour of some Government supervision of co-operative banks?

A.—To a certain extent at the beginning.

Q.—Do you not think it desirable that there should be some legislation for preventing mahajans from charging exorbitant rates of interest?

A.—Legislation won't help. There are various ways of evading the law. Such as by obtaining a bond for Rs. 100 against a payment of Rs. 50 on a small rate of interest. The only way out of it is to have co-operative banks in every important village.

**Oral evidence of J. H. Rundlett, Esqr., of the Anglo-Indian
and Domiciled European Association, Ltd.**

(Examined on the 4th August 1923.)

Q. 1.—Do you think the present state of unemployment among the Anglo-Indians has been aggravated by Retrenchment and depression in trade?

A. 1.—Retrenchment on Railways and in Government services has aggravated unemployment among Europeans and Anglo-Indians, and depression in trades has also been one avenue of adding seriously to unemployment.

Q. 2.—Can you give some figures showing the number discharged for this reason?

A. 2.—About 300 Europeans and Anglo-Indians have been sent away from Railways and about 400 have been reduced from trades services, that is, mercantile and shipping avenues of employment.

Q. 3.—Does this number include Indians and Anglo-Indians?

A. 3.—Figures given above are only of Europeans and Anglo-Indians.

Q. 4.—Do you think that the present position of unemployment has been aggravated by the policy of Indianisation of Railways?

A. 4.—Indianisation on Railways has been one plea for reducing better paid Europeans and Anglo-Indians, and employing Indians.

Q. 5.—Can you give any authenticated cases of replacement of Anglo-Indians by Indians?

A. 5.—On the Great Indian Peninsula and Bombay, Baroda and Central India Railways I am told that over 200 Europeans and Anglo-Indians have been sent away. This has been the case also on the Railways converging on Calcutta, but not to such a great extent as on the two first mentioned railways.

- Q. 6.**—How many do you think are out of employment due to this cause?
- A. 6.**—I should say that about 300 Europeans and Anglo-Indians are out of work owing to retrenchment on Railways.
- Q. 7.**—What is the total number of unemployed Anglo-Indians in Bengal at present?
- A. 7.**—According to my figures about 700 Europeans and Anglo-Indians are out of work in Bengal at present.
- Q. 8.**—Do you think that land colonisation would be a good remedy?
- A. 8.**—Colonisation would certainly be a good remedy, if financial difficulties were overcome. Physically there would be no difficulties, nor would there be any lack of inclination.
- Q. 9.**—Would Anglo-Indians take kindly to farming?
- A. 9.**—Anglo-Indians would take to farming to some extent, and after a few farms have been successfully started, fascination of country life would soon gain upon the community, who have hitherto had mistaken ideas of city life.
- Q. 10.**—Have any of them had experience in agriculture?
- A. 10.**—Very few Anglo-Indians have had any experience in agriculture, but there is no reason why agriculture should not be a success, under certain conditions.
- Q. 11.**—Would it be necessary to establish agricultural schools for the training of such men?
- A. 11.**—It would be necessary to establish agricultural schools so that the men could have some scientific training.
- Q. 12.**—How long do you think would the training period last?
- A. 12.**—At least 12 months would be necessary for a period of training, that is, taking all the events of the year in rotation.
- Q. 13.**—Where do you suggest should the colonies be established?
- A. 13.**—I understand that colonisation in North Assam is feasible, and I am also disposed to think that colonisation in the Andamans would also be a success.
- Q. 14.**—Have Anglo-Indians funds at their disposal to start farming?
- A. 14.**—Very few Anglo-Indians indeed have any funds at their disposal to start farming, but few who have a little money would perhaps be induced, under favourable conditions and support.
- Q. 15.**—Would they expect free gifts or loans of lands?
- A. 15.**—We would expect free gifts of land from the Government, but if this was prohibited land might be given on small loans and easy terms.
- Q. 16.**—Should these loans be gifts or recoverable from the parties in easy instalments?
- A. 16.**—My answer is included in No. 15.
- Q. 17.**—What sort of organisation would you suggest for carrying out such works?
- A. 17.**—There would have to be a very strong and well organised committee of management, so as to leave no scope for mismanagement or malpractice on the part of those who would benefit by loans or grants of land.

- Q. 18.—Are you in favour of the fairer Anglo-Indians leaving India to colonise, elsewhere? (Ex. The Andamans.)
- A. 18.—I am not in favour of the fairer or better grades of Anglo-Indians being drafted elsewhere for the purposes of colonisation.
- Q. 19.—Much has been said about the formation of Anglo-Indian regiments. Are you in favour of the suggestion?
- A. 19.—I am very much in favour of the formation of an Anglo-Indian regiment, say 600 strong to commence with, officered by Anglo-Indians.
- Q. 20.—Would you recommend it as a remedy for unemployment?
- A. 20.—Army enlistment would be a remedy for unemployment, owing to the large out-turn from schools, with little or no prospect of employment.
- Q. 21.—Would the men thus employed be able to support their families on a soldier's pay?
- A. 21.—I would not advocate the enlistment of married men, except in the ranks of non-commissioned officers, in which case they should be given sufficient salaries to support their families, if any.
- Q. 22.—Would you suggest that the Anglo-Indians get the same rates of pay as the British soldier?
- A. 22.—I would be prepared to see the Anglo-Indian soldier get a lesser rate of pay to the British soldier, and a minimum rate of pay of Rs. 40 rising to Rs. 60 by increments would be sufficient so long as the men were in the ranks for seven years.
- Q. 23.—Would you recommend the men be trained in any trade?
- A. 23.—While Anglo-Indians were in the Army it must be absolutely a *conditio sine qua non* that the men must be employed in some trade or profession while with the colours, otherwise such a man on leaving the Army would be a most useless commodity on the market, advanced in years with no skilled labour at his command, and he would thus become a perfect drug, so that any benefit from his enlistment would be absolutely vitiated and nullified.
- Q. 24.—You state that a number of Anglo-Indians are employed, owing to their distress, in the coal mines. How many are working in the coal mines?
- A. 24.—In consequence of unemployment numbers of Anglo-Indians have been prepared to work in the collieries, under Indian conditions, living in Indian quarters and accepting Indian wages. They have this advantage that they work longer hours and more days and with greater ability and hence their wages have been more than those secured by Indians. Altogether about 60 men have been sent to the collieries of whom about 40 are still at work. It must be considered that the life is very different to what the men have lived in the past and hence taking to the work has had natural oppositions, moreover, married men have not been equal to the task. Those men, however, who have held on to the work are doing credit to themselves as stated by the management of the collieries.
- Q. 25.—Are they physically fit to work in coal mines and to live on the wages which the Indians get for the same type of work?
- A. 25.—Anglo-Indians who are physically fit have been selected for the collieries and are living at a cost not exceeding Re. 1 per diem, which affords them a very small margin for any extraneous expense.

- Q. 26.—Are you in favour of relief works being opened to relieve the present distress in the country?
- A. 26.—Relief works, such as laying down of roads or canals would not assist Anglo-Indians to any great extent but it is possible on Railways to expand facilities for travel and this scope should afford opportunities for restoring many Anglo-Indians to their former work.
- Q. 27.—What would be the nature of the relief works that should be started?
- A. 27.—As stated in Answer 26 relief works by way of roads and canals would afford employment by way of supervision for only a few Anglo-Indians.
- Q. 28.—What is your opinion about the present educational system? Is it defective? If so, how would you remodel it?
- A. 28.—The present educational system for Anglo-Indians is defective and deficient. Defective, in so much as a vast amount of unnecessary subject matter is taught, and deficient in that very much of useful knowledge and practical experience is not given. I would say reduce the present school hours by half and utilise them to the sound knowledge of reading, writing and arithmetic, without a lot of accessories in these subjects. Devote half the time in technical education, such as mechanics, telegraphy, shorthand and typing, not omitting agriculture. Mufassal schools of this country could well adapt themselves to this procedure and the schools in Calcutta should be also capable of adopting technical education. In the case of the more brilliant lads a different code of education should be available and it must be the absolute responsibility of the teaching staff to ascertain at an early age the bent of the boy's inclination and to guide him to higher education or secondary education, including technology. At present this responsibility is neglected in schools, whereas it should be enforced responsibility for the future.
- Q. 29.—Why is it that so few of the Anglo-Indian lads aspire for College education?
- A. 29.—Few Anglo-Indian lads aspire to college education because their parents have not the means to admit of protracted education. Where, however, lads are brilliant lads a different code of education is derived from scholarships.
- Q. 30.—Is the standard of living of the Anglo-Indians beyond their means?
- A. 30.—There is not the least doubt that Anglo-Indians live beyond their means and on a wrong standard. They adopt Western customs of dress and expenditure upon limited salaries and seem to think that their status of respectability is gauged by their appearance.
- Q. 31.—You state in your evidence that Bengalis are unwilling to take up out-door work, such as at out-stations on railways entailing personal responsibilities. Can you explain the cause of it in detail?
- A. 31.—As stated in my written evidence Bengalis are loth to take up out-door work either from a mistaken idea of being *infra dig*, or that they prefer the more comfortable life of office work, under electric fans and in the shade. Besides, out-door railway work entails very serious personal responsibility which the majority of

Bengalis are disposed to shirk, and it is only the partially educated Indian, who commences low, and after years of training and patient experience comes up to the higher position. For example, take the larger stations on the East Indian Railway, where the men are paid from Rs. 80 to Rs. 200 and I do not think that among them there is one man who is a University graduate, in the out-station grades of employment. It would appear that higher education either gives a candidate a mistaken idea of himself or that it inculcates a spirit of timidity.

Oral evidence of Rai A. C. Bannerjee Bahadur, M. A., M. L. C., Chairman, Birbhum District Board.

(Examined on 22nd September 1923.)

(By President.)

Q.—As a measure for the immediate relief of the unemployed you suggest that “an Employment Bureau should be established consisting of the leaders of the various trades, professions, industries, railways and such other concerns which should deliberate on what can be done towards solving the problems and find out paths for the unemployed”. Would you like a body representing industrialists, business men, railway men and perhaps a few educationists to control the development of technical and industrial education with power to make a survey of all possible technical and industrial openings for young men and funds at its disposal for the encouragement of technical and industrial researches and also an employment bureau attached to it? Would that meet with your ideas?

A.—Yes, excellently well.

Q.—You then state that “arrangements have to be made for raising money for helping with loans and other facilities those who are willing to come to the field of business or industry on their own account. Cottage industries of various classes and descriptions should be introduced and the young and educated classes should be made to adopt them. Arrangements should also be made for holding local fairs and exhibitions for the expansion of these industries”. As these are some of the functions of the Department of Industries is it not highly desirable that this Department should be given every encouragement to perform these functions?

A.—Yes.

Q.—Like you many persons have suggested to us that the cottage industries should be developed. If you wish to develop cottage industries and thereby prevent unemployment how would you set about it?

A.—The more important and paying industries should be taken up and developed with the aid of educated people and improved methods and facilities should be given for financing and sales of productions.

Q.—We have a complete record at present of what cottage industries exist in the province. Do you think that we should select some industries and work from the various corners with a view to improving their methods of work and production?

A.—Yes, that is the best line. If in the meantime any suggestion comes from any quarter as to the possibility of any new industries being taken up they might be taken up with due regard to the urgent needs of the other industries already enquired into.

(By Mr. R. S. Finlow.)

Q.—Do you think that there is an outlet at present in agriculture for any considerable proportion of unemployed?

A.—Yes, there is.

Q.—What parts of Bengal would be most suitable?

A.—I think every district offers a chance. In some districts such as Bankura, Nadia, Jessore and Murshidabad there are plenty of uncultivated high lands while in the district of Hooghly there is very little spare land. There are large areas of waste land in western Bengal which are capable of being brought under cultivation with proper irrigation arrangements. It is not necessary to deforest lands for cultivation. There are much more profitable cultivations than paddy, for instance turmeric.

Q.—How would you settle such people on the land? Would it be possible to organise agricultural colonies with men without any previous experience in agriculture? Suppose you get 100 *Bhadraloks* who do not know anything about agriculture but are prepared to go on the land, do you think that the agricultural colony system would help them?

A.—They must have training first.

Q.—If we find that certain unemployed men have little capital and they could start farms on their own would you advise them to colonise?

A.—They may not colonise provided they can get sufficient land for starting farms at their native places otherwise they may colonise.

Q.—Would it not be necessary to have at least one thoroughly experienced person as Manager?

A.—Yes.

Q.—Would the manual labour in such colonies be done by the members of the colonies or would cooly labour be employed to any considerable extent?

A.—That will have to be done by both. The members must work with their own hands otherwise it is absolutely hopeless.

Q.—How far the colonies could be regarded as training schools? Would it not be sound to look on colonies as somewhat in the nature of training schools and should not each colonist know and be efficient in each item in the routine of the farms by intimate personal experience before entering on a farm of his own?

A.—Yes.

Q.—Have you any ideas which you would like to suggest?

A.—The only thing that I can suggest is that it is high time that we should begin. I will give you an example. In a colliery of mine we had up-country men as carpenters and blacksmiths. As they used to give us trouble by going away every now and then we trained up two Brahmin boys. The next time when the blacksmith absented himself one of these boys managed the work very well and he is getting a rupee a day. They have improved in their health and have been examples to others. Now other Bengali boys are coming to us and we are asking them to work with their own hands. I think if that system is once commenced you will find people willing to take to it.

Q.—Have you any ideas as to what area should be embraced in one colony and how many men would be entertained in each?

A.—No definite limits can perhaps be fixed. These will depend upon the extent of land available and the nature and experience of the people concerned.

Q.—How much land would support a man with family reasonably comfortably?

A.—I think 10 acres for each having regard to the present cost of the necessities of life for a man with education who will take to agriculture.

Q.—What should be the amount of land for training?

A.—Three acres for each.

Q.—Do you think sericulture could be utilised to occupy the unemployed independently of or in addition to agriculture?

A.—They should work together. Tusser cocoons are not grown as silk cocoons are grown. If some organisation is made to grow tusser cocoons in the way in which silk cocoons are grown I am sure it will be much more profitable. There are also possibilities for ordinary mulberry silk.

Q.—Taking 10 acres as the land required for each man do you think it will be possible for him to devote some portion of it for mulberry cultivation?

A.—That will depend upon the taste of the man. Besides, I think cultivation of mulberry or tusser cocoons should be started not only along with other cultivations but as a separate cultivation at certain places where the climate is very congenial for the growth of these cocoons as in south Rajshahi, Murshidabad and other places, but there is no reason why a cultivator cannot grow these cocoons side by side with other crops such as sugarcane, etc. There is a considerable opening in the direction of sericulture. In all these matters of agricultural or sericultural colonies the principal thing that we have to keep in view is irrigation.

Q.—Do you agree that by scientific methods of cultivation the present production can be considerably increased?

A.—Yes.

Q.—Regarding these agricultural colonies what type of organisation would you suggest for the establishment of these colonies to begin with?

A.—It must be done by Government and the natural department will be the Agriculture Department who will have to arrange for the purchase of land and the necessary training and supervision.

Q.—Would you leave it to the Agriculture Department or to a committee with non-official members on it?

A.—You might have a Consultative Committee but the executive work must be in the hand of the Agriculture Department.

(By Khan Bahadur Maulvi Wasimuddin Ahmed.)

Q.—Do you think that the colony with small capitalists must be under the Agriculture Department?

A.—Yes.

Q.—Do you think it would be possible for the Agriculture Department to buy lands, develop them into farms and put them up for sale to a number of people?

A.—Any innovation in this country should emanate from Government. If agricultural model farms are to be started they must be started by Government to begin with and when Government will find that the people have got into the grooves of it and are willing to take up themselves Government should leave it but Government must set the standard.

Q.—Should the Manager be a Government man?

A.—Yes, to begin with.

Q.—Would the profits be divided amongst the people who are working there?

A.—Yes.

Q.—Who will pay the Manager's salary?

A.—The farm.

Q.—Do you expect so much profit that it would leave sufficient margin for the workers after paying the Manager's salary?

A.—Yes. Why should you pre-suppose that the Manager would be a costly affair?

Q.—What is your experience with the income of the Government agricultural farms?

A.—They are not very much paying concerns because they have to spend most of the money for experimental purposes.

Q.—Take the case of demonstration farms.

A.—They are also experimental farms.

Q.—Do you keep separate accounts for your agricultural operations?

A.—Yes.

Q.—Have you got any Manager?

A.—Yes.

Q.—What is his pay?

A.—Rs. 30 per month and free boarding.

Q.—How many labourers has he got under him on the average?

A.—He has got 36 men working every day and at times we have 100 men.

Q.—You generally grow paddy?

A.—Paddy, sugarcane, hemp, ground-nut, Rahara, etc.

Q.—What percentage do you get on your outlay as profit?

A.—15 to 20 per cent. after paying for everything.

Q.—Do you think Government could appoint a Manager on Rs. 30 a month?

A.—A little higher salary. It will depend on the extent of the farm.

Q.—What do you think should be the proper area of these farms?

A.—That would depend upon the local circumstances and the amount of capital that will be invested.

Q.—Have you got an irrigation plant?

A.—Yes.

Q.—Is it not necessary that each farm should have a pumping plant?

A.—No. There are less costly pumps or the ordinary *dongas*. I don't ordinarily use my pumping plant. This year as there is no rain I am using it.

Q.—Some Co-operative Bund Societies have been formed in your district. Are they making profits?

A.—Yes.

Q.—Where are they getting their capital from?

A.—From the Central Bank.

Q.—Do you think they would be successful?

A.—I think so.

Q.—You know the agriculturists' indebtedness in this country. What sort of legislation would you suggest to protect the tenants from the hands of the zeminders?

A.—It is very difficult to say off-hand. That aim should always be kept in view by pushing on Co-operative Credit Societies. The present rate of interest which in some district is 12 per cent. and in others 15 per cent. should be reduced if possible.

Q.—Is there not a drawback in the co-operative system that some of the punchayets are taking away most of the money at the cost of the other members?

A.—In the absence of a better system we have to make the best of what we have.

Q.—Do you not think it desirable to have the co-operative societies under strict supervision of Government officers?

A.—Yes, for the present.

Q.—As the money lenders charge very high interest should there not be a law that no court should allow more than the current rate of interest?

A.—Yes, if there is no such law at present.

Q.—If such a law is enacted would not people advance Rs. 50 and get a bond for Rs. 100.

A.—Yes, there will be practical difficulties in that way.

Q.—Do you not think it desirable to make that sort of things penal?

A.—If the cultivators will be substantially benefitted by such a law they may have it.

Q.—What is your idea? Would they be benefitted by such a law?

A.—I can't say. I have no personal experience.

Q.—In Bengal trade is in the hands of people who come from outside of the province. How do you think it is possible to oust them from the field to make the Bengalis more mercantile?

A.—By encouraging cottage industries, making them more agricultural and thereby doing some business in agricultural produce and by encouraging them to start joint stock business.

Q.—Do you think it desirable to give some facilities to graduates and other educated middle-class Bengalis by providing some common funds by which to purchase articles?

(*Mr. Banerjee* : Who will supply the funds?)

(*Moulvi Wasimuddin Ahmed* : Government will have to raise the money by standing security.)

A.—Yes, if possible.

(*By Mr. Finlow.*)

Q.—What are your views in regard to agricultural education as a means of preventing unemployment in future?

A.—Agricultural education should be given.

Q.—Agriculture is one of the subjects in the curriculum of the schools in Punjab and this system is said to be meeting with much success there. Do you consider that as a prevocational training it is likely to help in giving an agricultural bias to the inclination of boys in Bengal?

A.—Personally I think a still better idea is to make small agricultural schools where boys would be trained in practical agriculture. They may have their theoretical lessons from the teachers and put them into proper shape with actual demonstrations made on the farms attached to the schools by themselves.

(*By Mr. Cozens.*)

Q.—What are your views on the possibilities of employing Anglo-Indians in agriculture?

A.—Possibilities with Anglo-Indians are just the same as in the case of Bengalis. I don't think there will be any special difficulty in the case of Anglo-Indians if only they would care to settle down.

Q.—Don't you think there will be some difficulty regarding preliminary buildings?

A.—Yes, but I don't think that would prove very hard. I think that if the thing is commenced once there will practically be very little difficulty.

Oral evidence of Mr. Bhupendra Nath Basu, Vice-Chancellor of the Calcutta University.

(Examined on the 8th September 1923.)

President : Our Committee has been asked to investigate the causes of the present state of unemployment among the educated middle-

class Bengalis and Anglo-Indians and to suggest remedial measures. A questionnaire was issued to various public bodies and individuals and practically every reply received has suggested that the present type of education requires reformation and that practically all would like an increase in the facilities for technical and vocational education. Some of the witnesses have told us that the present type of education is far too literary and that the standard of examination is too low. One or two have said that they would like to see it made much more expensive providing scholarships for poor meritorious boys.

Q.—Could you help us with your ideas on education so far as it has a bearing on the unemployment problem of Bengal?

A.—Excluding the professional men, *e.g.*, lawyers, medical men and engineers, our educated young men are practically unemployable except as clerks and teachers in secondary schools and for the higher educated teachers in colleges because they are taught nothing but literary subjects, which of course is a general equipment but which fails them in the practical field of life. By the time that a young man comes out of his college he is about 23, with his mental aptitude shaped by the University education. Our Bengali boys go to the University in much larger number than boys of other countries and therefore the remedy in this is that the University education should be made so expensive as not to be within the reach of any except those who are either rich or are gifted with mental power which will enable them to earn scholarships. For the ordinary students who have not brilliant mental qualifications. I think the University education we give is a mistake. When we see the unemployment amongst our educated young men—educated under the present University system—one feels tempted to close the University down but that would be too drastic and I think not possible having regard to the trend of opinion. I would therefore suggest the making of our secondary schools in one sense the final stage of education so far as the early work is concerned. At present our secondary schools are merely primary schools. The curriculum of studies for Matriculation is very low. It leads you nowhere. Then you go to the Intermediate stage and our course is such that any industrious boy is likely to get through it. Once he gets through the Intermediate he goes on and having gone on he gets into a rut. If I were to decide the educational system of my province I should certainly raise the standard of Matriculation so that boys who come up to it would be about 17 to 18 and I should certainly make the examinations much stiffer for two reasons. In the first place I do not want the mentally weak for literary pursuits. I want them to be put out at a sufficiently early age so that they can look out for other pursuits. A failed Matriculate is a useful fellow while a failed B. A. is not. I have heard from authorities of technical schools that their best students are Matriculates. I saw a curious result the other day. In the Medical College for instance the present rule admits Matriculates, I.Sc.'s and B.Sc.'s for training in that College. The I.Sc.'s we found better than the B.Sc.'s because they are younger and more adaptable. I would therefore suggest that if a young man fails in Matric he goes to some humble employment from where he could rise, while if he fails in B.A.

he is much too old and since he has filled himself with different ideas he won't go to a humble sphere of work. I had a class-mate reading in a Bengali *patshala*. He belonged to a humbler class of society. In those days he would not be recognised in a *Bhadralok* class. He was very poor. Our monthly fee in the *patshala* was 1 anna. A vernacular school was started in our neighbourhood and I joined that school. The school fee was 8 annas a month. This lad could not afford to pay that and we separated. A few years ago he came to me and said "You are now an influential person. I want to have a canal in the neighbourhood of my village and I am prepared to pay a lakh of rupees. Will you kindly get me the Government sanction? If the cost be more I would pay more." On my asking him about his life he told me that at first he got employment in a shop on one pice a day where he used to prepare *chillamas* for customers. Then he learnt methods of business, was gradually made partner, and was now the sole proprietor earning about 3 to 4 lakhs of rupees a year. If you get hold of any graduate and give him Rs. 10,000 to start a business he will waste the money, his time and energy. He has not had the experience of life that is wanted. That is where our educational system is a great mistake. In 75 per cent. of such ventures the money is wasted. If this lad instead of taking his B.A. had joined some shop at the age of 14 he would have been a success. Therefore our system of education is indirectly the cause of unemployment. I will give you a typical example of the mentality of my countrymen. I had a family teacher. He came to me with his son and said "I want this boy to be put in a Bengali school if you pay the monthly school fee. I said I won't, let me put him in a brass foundry and I put him in a brass foundry the proprietor of which I knew. The boy gradually began to earn and now he is earning a good salary. He is doing very well and is highly thought of by the proprietor. Now this man wants his sons to be educated and I have told him not to commit the mistake which I prevented his father from doing. It is this sense that all of us must be gentlemen that is the root of the trouble. It is difficult to combat with a national feeling but if you make education expensive and the examinations sufficiently stiff boys will take to other than literary pursuits. My first suggestion, therefore, is that we should follow the English system. Seventy-five per cent. of our boys go through the University either by charity or on the sweat of labour of their mothers or sisters. When a boy comes out he will ask to be provided with a job as he has no capital for any enterprise and cannot live without employment. I say it is essential in the interest of the nation that the Matriculation examination should be so framed as to give a boy a general education. It should be so framed that none but the gifted should be able to go through it. In our days 25 per cent. used to pass out. At present it is 80 per cent. I am of opinion that the University education should be made expensive and the State should not be held responsible for its cost. It is a mistake to suppose that everybody must go through the University." When I was in the India Office a

young man who had stood first in Mathematics in M.A. and got Mathematical Tripos of Cambridge came to see me and asked if it was possible to get him facilities for training in banking. I spoke to Mr. , who found the young man too old to commence at the lowest rung of the ladder and he wanted a lad of 14. Business in Bengal is in the hands of Europeans or Marwaries and Bengalis can join in the lowest capacity and this is possible for a lad of 14 or 15 when he is unmarried and has no family burden. I should certainly insist on our educational system being higher in the interest not only of the weak boys but in the interest of the nation.

Coming to the technical and industrial education, in 1905 and 1906 when we had the Swadeshi movement I amongst others lost money in weaving enterprises started with young boys. The boys came for a short time. They were not fitted for the work. If we had got hold of some weavers they would have been more useful. Instead of that we got hold of *Bhadralok* boys, hence the failure. In the first place we must recognise that we are not physically or temperamentally fitted for the industrial work and then there are not many industries. Supposing you give a young boy industrial education as Rai Bahadur Jogendra Chandra Ghosh has been doing in foreign countries he would come back as an expert but to start the industry he must have capital and business capacity, *i.e.*, knowledge of business organization. There is a great cry for industrial training but it must be done slowly. A very small number of boys should be trained in the industries which can be started on a small capital and for which people are willing to take risks. In Leeds they are proceeding very cautiously. They are manufacturing for the needs of the manufacturers. There the manufacturers' sons are sent to the University and in Geneva the children of the mechanics. We have to find whether we can attract this class of men. There must be industries in which trained young men will be needed otherwise you may also make the same blunder in the case of the industrial training as in the literary education. Mere saying that we will start industries give us industrial training will not do. As I have said business here is in the hands of Europeans and Marwaries who employ men. They take their own men, *i.e.*, men from their own community, except in a very subordinate position. That is only natural. We have got to work our way up by dint of merit. We can only train young men so that they may become employable. We cannot create wealth. Why not have a school final examination. There are 900 high schools in Bengal, good, bad and indifferent including Government schools. Government need not maintain all the schools. Why should not Government get rid of all the high schools. That will do a great deal more good than having them in their present form. We must change our secondary education. I would ask the Government departments to get rid of all secondary schools and in their places have industrial and technical schools, turn out boys at the age of 15 or 16 and train them up in special industrial subjects in which men are wanted.

I have read Captain Petavel's scheme but I don't think it will succeed.

By President.

Q.—At present we have not much information regarding the direction in which boys if trained could get employment. Supposing it were the function of some body to look into that matter and find out what are the directions in which they are likely to be employed, don't you think that the body should be composed of big industrialists and some of the educationists in the hope that their influence might lead to the employment of young Bengalis in industrial concerns?

A.—Yes, that ought to be our aspiration but the difficulty is that they will take their own men.

Q.—But if we give them a fair amount of control we might get them to change their views. We have a Board of Control of Apprenticeship Examination consisting of official and representatives of engineering firms and the pupils who pass out are taken as apprentices by the engineering firms.

A.—That is the only way to develop.

Q.—With regard to the teaching profession in Bengal perhaps you will agree that it is not well paid.

A.—Teaching profession is miserable here. In Switzerland it is well paid. In France and Germany it is poorly paid. Here it is miserably paid. Each teacher takes 4 or 5 private tutorships and after a short time becomes a wreck.

Q.—Can you help us by suggesting how it could be made more attractive?

A.—In the first place we must give them a living wage and I think we may follow the English system of insurance. That would give them some sort of safety.

Q.—You mean superannuation fund?

A.—Yes, some provision of that kind.

Q.—Would you bring pressure on the school authorities?

A.—My idea is to have a secondary Board working under the University.

By Mr. Khaitan.

Q.—Do you agree that along with the improvements and alterations in the system of education efforts should also be made to find avenues of employment for men found unemployable in particular lines?

A.—Unless I have ascertained that there are possibilities in those lines I would not train boys.

Q.—Don't you think that while education should be improved we ought also to take steps for the development of industries, *i.e.*, establishment of industries in which people will find employment?

A.—It is desirable that there should be industries.

Q.—As regards the development of industries do you really think that the people of Bengal are temperamentally and intellectually unfit for it?

A.—Intellectually not unfit at all. Temperamentally I would not say unfit, there is not that amount of keenness. What I mean is that a smart Bengali boy would prefer to be a good lawyer or doctor than a great industrialist. This trend of mind is towards intellectual pursuits. We lack what I might call industrial courage. We lack the power of taking great risks.

Q.—You will remember that a little over a century ago Bengal was an industrial province, *e.g.*, in cotton weaving.

A.—We can't take to that occupation. There is some inherent defect. You can't do it, it is against your nature.

Q.—Don't you think that the prejudice is more against hand industries than against power industries?

A.—Yes.

Q.—Do you agree that avenues of employment should be created?

A.—Yes.

Q.—Don't you think that the want of development of industries in the province is due to a great extent to the economic conditions and in the economic conditions I would include measures like protection?

A.—I am against protection.

Q.—Don't you find that a large number of Bengalis are taking to industries and that the number is gradually increasing?

A.—Yes.

Q.—Therefore does it not lead you to the hope that with proper training and facilities Bengalis could be relied upon to take to industries in larger and larger numbers?

A.—I have no doubt.

Q.—Apart from the question of protection there are other methods by which industries could be developed. Suppose that there are certain kinds of materials which are used by Government as stores are manufactured and the manufacturer can supply the required quality. If Government undertakes to buy a sufficient quantity of those materials from that manufacturer don't you think that will give an impetus to an effort that will give a reasonable chance of success.

A.—Yes. Government should encourage in that way.

Q.—Suppose in a town like Dacca if by the supply of electric power small industries could be maintained and carried on with profit provided the manufacturers could get electric power at cheap rate don't you think Government should help the men with the power?

A.—Yes, if there was a demand and if the power could be given without imposing any burden on the tax-payer.

Q.—You would recommend that Government should investigate into that sort of things?

A.—Certainly.

Q.—Do you think that if possible Government should give facilities for the purchase of raw materials with which small industries could be carried on?

A.—I think the Industries Department should see to that.

Q.—The big jute mills in Bengal being in the hands of Europeans the people of the province have not been able to find employment there except as clerks and labourers and to learn the work and therefore have not been able to start the industry themselves.

A.—It is want of enterprise. In Bombay originally cotton mill industry was in the hands of Europeans but the enterprising people of the province captured it.

Q.—If possible you would advocate that some measures should be taken whereby employment could be found for Bengalis.

A.—Yes.

Q.—What do you think of the development of India mercantile marine where a large number of Indians could find employment? Would you advocate taking of measures whereby indigenous mercantile marine could be developed in the interest of Indian trade also?

A.—Yes. I would support whatever measures are likely to reduce the burden of people and help them.

Q.—You have advocated technical schools on a limited scale. Don't you think that the boys would be better fitted to go out into the world educated with a vocational or industrial bias?

A.—A man would be more useful if the education he had received had a vocational or industrial bias.

Q.—If you could find a common factor in the early stage of education in which there would be a vocational bias you would accept it? Would you agree with me that at the early stage it is not necessary to choose what particular industry a boy should go in for, but he should get training in the elements common to everything?

A.—I think it would be better.

Q.—Would you further agree with me that for the first 6 or 7 years a common form of education could be given to all boys?

A.—Yes.

(By Dr. Bannerjee.)

Q.—In your opinion the problem of unemployment is partly social, partly educational and partly economical.

A.—Yes.

Q.—As regards the second you think that a boy should be taken out of school early unless he shows "special aptitude for higher education".

A.—Yes.

Q.—You would suggest greater facilities for technical and vocational education and in order to make such education real you would try to secure practical experience for the boys. How could you secure it—by making arrangements with business houses?

A.—Yes, if they would take us. We should try to induce them. Dr. Meek's suggestion of a joint Board of industrialists and educationists would be of value in this direction.

(Dr. Bannerjee: I asked Mr. Carey whether he thought it possible that European firms would take young Bengalis for training in their concerns. He said it would be quite possible.)

That is the only way to get the business and industrial people to come to help us. We must be contented with an opening and gradually widen the opening. Our young men ought to be prepared to begin if necessary at the lowest rung of the ladder and on the smallest salary. If they are able to give proof that they are efficient their results are sure to be recognised.

Q.—You don't object to assistance being afforded to industries?

A.—I am against protection in any shape or form but I agree to giving facilities when necessary.

Q.—As regards the Committee suggested by Dr. Meek you think that it should consist of business men and industrialists.

A.—It ought not to consist of business men and industrialists alone but also educationists.

(By Mr. T. B. Roy.)

Q.—Your idea is that young men should be diverted to industries, commerce and trade.

A.—I want to restrict the entrance to the University only to those boys who are mentally fit. I have stated my ideas about technical and vocational training.

Q.—Don't you think that more medical schools are required?

A.—Yes, that is a question of finding the money.

(By Mr. K. C. Roy Choudhury.)

Q.—I think you have read Mr. Biss' report on Primary education.

A.—Yes.

Q.—Don't you think that if primary education is introduced in a limited form that would partially solve the problem of unemployment of the educated middle-class Bengalis because so many teachers will be required? Are you in favour of primary education as a solution to the problem of unemployment among the middle-class educated Bengalis?

A.—It would palliate the question of unemployment for sometime but afterwards it will aggravate.

Q.—Don't you think that our working classes cannot rise higher for want of primary education and not having a social status on the education to ensure a social status they spend the money they earn not on what is best for them?

A.—Thirty years ago we had in Calcutta many Bengali carpenters, now there is practically none. Their sons are mostly clerks or have taken to other occupations. I have no idea as to what will happen if you educate all men. Education is good for every body. I was at one time a very strong advocate of mass education whether that theory will really be best now or not I cannot say.

Q.—You are in favour of vocational and technical education.

A.—Vocational and industrial education should be given provided there is some chance of finding employment.

Q.—The main industries of Bengal are jute, coal and tea. In the past we have sent boys abroad for industrial training but none of them has really been sent for training in the jute industry and we have no share in this industry while such industries as tanning, pottery making, pencil making, etc., have followed the technical education of some of our young men.

A.—I do not condemn the whole thing. There must be capital behind and business training.

Q.—I think it has struck you that shop-keeping is a paying business for which you want no training.

A.—You want a young boy to be apprentice there.

Q.—There are any number of B. Sc.'s who are seeking for jobs. Are you in favour of restricting the lawyers profession to supply and demand as in the case of solicitors?

A.—It is difficult but something should be done.

(By Mr. Nasim Ali.)

Q.—What do you think Government can do in the matter of finding avenues of employment.

A.—We cannot force business men to do anything.

Q.—Would you recommend to Government that there should be something like a Board as suggested by Dr. Meek which will create an atmosphere by which industrial firms may be induced to take young Bengalis in their business?

A.—To the higher service they will not take us. So far as lower posts are concerned they will and our young men will have to gradually force their way up.

Q.—Is it your opinion that Government ought to give effect to the recommendations of the Industrial Commission at once?

A.—Yes. So far as possible.

Q.—If certain co-operative societies are started for some industrial purposes should Government help them by giving facilities?

A.—Government ought to help.

Q.—The Government of Madras and the Government of Bihar and Orissa have passed bills for granting industrial loans, etc. Do you think that it is desirable to have similar legislation in Bengal?

A.—Yes.

Oral evidence of Dr. H. W. B. Moreno, Honorary Secretary, The British Indian People Association, Calcutta.

(Examined on the 3rd September 1923.)

(By Dr. Bannerjee.)

Q.—Do you think it practicable to effect a social boycott of higher literary education except in the case of wealthy people?

A.—I do not think it a very impracticable scheme. To make my point clear I would make higher education more and more expensive because of the fact that it is overrun now. I should make literary higher education expensive just as it is in England.

(Dr. Bannerjee: In England it is not always expensive.)

My idea is that if you make higher education cheap you will have boys going up to I. A. or I. Sc. or even for the Matriculation examination and continuing for higher education for no other reason than that they have no other purpose in life.

Q.—Your method is destructive rather than constructive.

A.—No, it is not. What I want is an advisory body which should advise boys and suggest to them other avenues of service.

Q.—Unless such an advisory body is prepared to spend money its advice will not be acceptable to the students. Who will provide the money? Should the State do so?

A.—No. Why should the State spend? The Advisory Board will be an honorary board only and there will not be any cost to maintain it.

Q.—What about the social boycott? How could it be effective?

A.—What I mean is that I want a decreasing number of pupils to go in for literary education in our University. At the same time I do not wish to have an encouragement of industrialism in India such as there is in England.

Q.—How do you propose to solve the problem of unemployment by enfranchising the labouring classes?

A.—I want to enfranchise labour as I want the people to feel that labour has a dignity. If you do not enfranchise labour, people will be less inclined to take to labour.

Q.—Do you think that by giving the labourer a vote you will induce the educated Bengalis to take to manual work?

A.—Yes, the Bengalis want to take some dignified profession and the enfranchisement of the labouring classes would give them that dignity. At least it would accelerate matters. If a man rises even to be a Foreman he feels that he is in a secondary position.

Q.—Could you give us some details of the technical and industrial institutions which you suggest should be opened?

A.—I do not favour large commercial and industrial institutions because there is always the bulk of young men who cannot pay to go in for higher training. I would rather open out small institutions such as the City and Guilds Institutions in London. I would introduce nib making, carpentry, dyeing, etc. There should be large institutions for some and small institutions for the majority.

Q.—How do you propose to compulsorily combine manual and business training with literary training?

A.—I would make manual training compulsory from the earliest age and business training afterwards.

Q.—What sort of business training.

A.—I would make a separate class for the study of accountantship, etc., in the higher classes.

Q.—What sort of manual training?

A.—Carpentry, smithies, etc.

(By President.)

Q.—Carpentry in itself would not be a sufficiently remunerative work.

A.—I only instance carpentry and smithy as it is simple to erect their shops in a school.

Q.—You advocate generally the principle that the son should ordinarily follow his father's profession in the case of the Muhammadans and Anglo-Indians, reaffirmation of *Barnasram Dharma* in the case of Hindus, the highest kind of education being open to all caste peoples, barbers, sweepers, tailors, potters, cultivators, etc., in technological work and official disavowal of literary training in highest and most desirable type of education. Would that solve the problem of unemployment?

A.—Yes, to a great extent. What I mean is that I should have those men kept to their vocation in life. Though I should not shut them up altogether I would not encourage them. I should not advise, a whole caste of sweepers to go in for higher education, at the same time I would not keep out worthy men of the caste, if they showed aptitude.

Q.—You advocate the restriction of higher literary education by the levying of a higher rate of fees?

A.—Yes. Our professors are not sufficiently well paid. The fees should be raised and the professors better paid.

Q.—Would you give us some details of your idea of co-operative work?

A.—I do not appreciate the co-operative movement remaining in the hands of Government. It must be a people's movement and they should control the societies.

Q.—Who will inspect the accounts of the societies?

A.—Inspectors appointed by the public through a registered society composed of non-officials. My idea is that people should have more and more share in the direction of the movement and in the management of the co-operative bodies.

Q.—You consider that by giving votes to the labouring classes the educated Bengalis could be induced to take up manual work. What sort of qualifications would you expect an individual to have for entitling him to a vote?

A.—The usual qualification, viz., the payment of a minimum fee as tax to Government. He should not be illiterate.

Q.—How many registered labour associations are there in Bengal?

A.—There are 57 associations or thereabouts.

(By Mr. Khaitan.)

Q.—Do you mean that the qualification for a labour elector should be different from the ordinary elector?

A.—I do not mean that.

Q.—You want two kinds of qualifications for franchise—one for the labouring classes and the other for general?

A.—I see the difficulty of lowering the voting qualifications. There should not be different qualifications.

(By President.)

Q.—The only other alternative is to give the right of election of labour representatives to trade unions. Would you restrict it to those which are in the vicinity of Calcutta or give it to all the unions in Bengal? How many members would you give to the labouring classes?

A.—I would rather divide Bengal into 2 or 3 or more parts.

Q.—I think you agree that labour is not sufficiently organised to co-ordinate in electing a member.

A.—I am afraid I must differ. It is just possible to select some labour associations within a certain area and they could send a representative.

(By Khan Bahadur Maulvi Wasimuddin Ahmed.)

Q.—You want to raise the cost of education in order to reduce the number of educated people?

A.—I want to reduce the number of so-called educated men.

Q.—For that you could raise the standard of education?

A.—I hold that the standard is high but the curriculum and the method of examination are exceedingly low. I want to discourage those boys who have no reason to come to the University.

(By Mr. Cozens.)

Q.—What is your opinion about the system of education of Anglo-Indians?

A.—I hold that the Anglo-Indians are making a great mistake in following the system of Cambridge. We should more and more adopt the Indian standard. Our best men are the men who have followed the Calcutta University system. Since the introduction of the Cambridge examinations our community has gone backwards. The result is that the Anglo-Indian is shut out by going in for the Cambridge University Examinations and he is unable to get into high and lucrative appointments. We are more and more seeing the necessity for adopting the Indian University standard. We need more of the education of this country as we have to compete with Indians.

Q.—Do you think that sufficient interest is taken by teachers upon Anglo-Indian children?

A.—Very little indeed.

Q.—Do you agree with me when I say that lads go right through the school without any advice or guidance and also there is great laxity of interest on the part of parents as a whole to find out what a boy is meant for?

A.—When a family is down in the world it is very easy for us to complain of defects. What really happens is that—the parents are in so impoverished circumstances that they want their boys to finish their education as early as possible and commence to earn. Our false standard of living is also responsible to a great

extent.* To relieve this aspect of distress I would advise the granting of scholarships to Anglo-Indian boys and girls as I outlined in the recent Economic Conference convened by the Hon'ble Nawab Syed Nawab Ali Chowdhury, Minister of Agriculture and Industries, where also I outlined a scheme for Anglo-Indian housing in flats, as a relief to their increasing poverty.

Q.—In a comfortable Anglo-Indian family how much interest do generally parents take in their boy and also the teachers in the school?

A.—I suppose that is an evil. Anglo-Indian education is so badly paid that you get the worst men as teachers.

(By President.)

Q.—You consider that the teaching profession is badly paid. Are these teachers properly trained as teachers?

A.—They are not for the reason that you cannot attract good men on the poor pay offered.

Q.—Are you in favour of encouraging Anglo-Indian to settle in a Colony?

A.—Certainly not, when there are miles of territories available in the provinces of India.

Q.—You are in favour of Anglo-Indians joining Indians in everything?

A.—In most things.

Q.—Are you in favour of an auxiliary force for Anglo-Indians?

A.—I would have Anglo-Indians units as indeed there are other such units, all going to make up the territorial forces in India. For Anglo-Indian units I would advise the officering of them by Anglo-Indians, which would go to make the serving in such units popular, men being thus given the opportunity to rise to any position in the unit.

Oral evidence of Rev. Father A. Gille, Editor, "Catholic Herald of India".

(Examined on the 22nd September 1923.)

The possibility of introduction of general primary education.—The village life in Bengal is not attractive and the influx of men to town from villages as a result of the spread of education is the chief cause of unemployment. It is much simpler to keep the peasants into the field by bettering their conditions than attracting them to towns and devising for their benefit expensive colonies. All the boys of the eight Hasanabad villages who have gone through the primary school are at present in Calcutta.

(By President.)

Q.—How would you improve the condition of the peasants?

A.—By giving primary education, starting co-operative societies and improving at the same time the condition of their tenures. At

present the zemindar prevents the peasant from making any improvement on his land; under certain tenures the peasants are not allowed to build themselves a house in bricks. No literate boy submits to that and he comes to Calcutta. Primary schools and co-operative societies should be started side by side. In Chota Nagpur we have 450 primary schools and 450 co-operative units or circles. That system should be introduced in Bengal. The two should go together.

The lines along which reform of the present educational system should proceed.—The simplest course is to follow the recommendations of the University Commission. Secondary education should be severed from the University and placed under a Board. At present there is corruption in the University examinations and a very high percentage of students pass out. The fees should be raised and the standard of examination made higher so that only 10 per cent. should pass out.

Steps which should be taken to provide training in vocations in which there would be openings for Anglo-Indians and middle-class Bengalis.—Such steps as would lead to the employment of men in new and existing fields should be taken. So far as Anglo-Indian education is concerned the free school boys have no training. They leave school at 16 or 17, loiter about the streets seeking employment, and degenerate into casuals and loafers. For them and Bengali boys there should be vocational and technical training as advocated by the headmasters of schools at their yearly conferences. At present the Anglo-Indian boys are obliged to take up any employment after leaving school such as tally clerks. After leaving school, they should be subjected to vocational training and not be let loose before the age of 18. The schools at Asansol and Kalimpong should be helped in development.

Steps which should be taken to bring Bengali capital into industries.—Steps should be taken to provide commercial training first.

Measures which should be adopted to improve the banking facilities for existing and nascent industries.—Too many Indian banks are directed by lawyers. There is a great lack of bank branches in Mufassal which under the present conditions of insecurity, greatly hampers trade out in the country.

(By President.)

Q.—Do you think banking facilities are bad in this country?

A.—Yes. Indians should be given a training in banking and should be sent home with scholarships.

The possibilities of successful agricultural colonies.—I think Captain Petavel's colonisation scheme might be tried on a judicious scale. I don't think the middle-class Bengalis are very fit for agriculture. Those boys whose fore-fathers were cultivators should be taken back to the land or encouraged to stay. That would give the others elbow space. Low lands are considered unsuitable for cultivation by Anglo-Indians. Yet several attempts in the vicinity of Calcutta have been successful.

Methods to be adopted to induce the existing industries to give the Bengalis a trial—

(By President.)

Q.—Industries in Bengal being mostly in the hands of others than Bengalis can you suggest any method by which industrialists could be induced to give the Bengalis a trial?

A.—I think if the Bengalis are fit they will take them.

Q.—Don't you think that there is a prejudice and they will not take a Bengali weaving master because he is a Bengali?

A.—I don't think it is a racial prejudice. It is because Bengalis are considered as less suitable for the control of labour. A man who has a commercial value is bound to make his way.

Emigration.—It is a very costly affair. Only a very small percentage could be emigrated. Australia and Canada are practically closed to the Indian born and the Anglo-Indian.

Formation of regiments with provision for training in a trade.—I consider it essential to have a regiment with Anglo-Indians. It would be cheaper than a British regiment. But then it should not be looked upon as a hobby but as a profession. I wish every Anglo-Indian were subjected to military training for two years.

(By President.)

Q.—What will he do when his time is up?

A.—By that time he will have received training in some avocation and he will go back and take to that.

Q.—Will you make Anglo-Indians professional soldiers?

A.—By all means but I don't think Government will agree to it. They are not given a chance.

Q.—If you have an Anglo-Indian regiment would you have a Bengali regiment?

A.—Certainly. That is rather a political question, but from a military point of view the result is the same.

Unemployment insurance (Rev. Father Gille).—In order to know the extent of the problem it is necessary to know the number of the unemployed.

Q.—Would you tell me how to get an estimate of unemployed men in Bengal?

A.—Get them registered. If unemployment bureaus are opened and run by experts they would be very useful. But I would advocate sectional bureaus for definite sections of workers and which will see their men right through. General unemployment bureaus do not give satisfactory results.

Q.—Looking at the unemployment question how can you find employment if there are no jobs?

A.—There are more unemployables than unemployed. Anglo-Indians have been trained to depend on salaried job. The pinch will force them to make jobs for themselves. Already a near spirit is going among the young Anglo-Indians.

Q.—Are there any other suggestions that you can offer?

A.—I would suggest compulsory primary education for the mill areas.

Q.—That would not help the middle-class *Bhadraloks*.

A.—No.

President: For men who care to work with their hands there is no unemployment. It is simply a class unemployment, not unemployment of the province as a whole.

Q.—Do you think that the Anglo-Indians should take up the Indian system of education and compete with Indians instead of having a separate type of education as Cambridge education.

A.—I don't think it is worth changing. Now that secondary education dovetails into the University course, it's enough that Anglo-Indians should join Indians in Higher education. I am not particular about the secondary education curriculum, as all depends on the quality of the teachers.

Q.—You say that all depends on the teachers. What is your opinion about them?

A.—They are quite good enough in Anglo-Indian schools.

Q.—But what about their recruitment?

A.—I don't know much about that. We Catholics have our standard and our own mode of recruiting.

Q.—At present teachers are not well paid. Suppose a compulsory superannuation fund is started would that raise their standard and efficiency?

A.—Yes.

(By Khan Bahadur Maulri Wasimuddin Ahmed.)

Q.—How many educational institutions have your society got in Bengal?

A.—Two colleges—one St. Joseph's at Darjeeling and the other St. Xavier's in Calcutta, other Catholic agencies run some thirty schools. We are also building a technical school for 500 boys at Asansol.

Q.—Do you receive any Government aid?

A.—Nothing, except occasional grants and capitation grants.

Q.—What is the number of students in the College Department?

A.—700 or 800.

Q.—And in the schools?

A.—700. Altogether Catholic Anglo-Indian Schools in Bengal number some 6,000 students.

Q.—Are non-Christians admitted to the schools?

A.—Not as boarders but as day-scholars. In St. Xavier's College there are Indian day-scholars.

Q.—What fees are charged at your institutions?

A.—In the College Rs. 8 and in the School Rs. 12 for the day-scholars and Rs. 32 for the boarders.

Q.—Do they all receive moral and religious instructions?

A.—Yes.

Q.—Do you think religious and moral instruction necessary?

A.—Yes.

Q.—Do you find any great difference between the students receiving instruction in your institutions and other students?

A.—It is difficult to compare.

Q.—Do you find any marked difference?

A.—We never try to compare.

Q.—Haven't you noticed any difference?

A.—In our colleges the students come and talk to their professors, more freely. There is more communication between the students and masters.

Q.—Do you attach much importance to home influence over children?

A.—Enormous. We always advise people not to put their children in boarding.

Q.—How is it that most of the Anglo-Indian children leave school before completing their studies?

A.—Owing to their poverty the parents are anxious to see their children earning as early as possible and the boys are equally impatient.

Q.—What are the chief avenues of employment for Anglo-Indians?

A.—They are mostly employed as assistants in commercial or trade firms. They have little of their own. They are afraid of anything adventurous.

Q.—Is it not desirable that Anglo-Indian girls should be taught embroidery and lace work?

A.—That would not pay them. They make embroidery and laces for home purposes but not for economic purposes.

Q.—You want to extract sympathy of employers by marching the unemployed Anglo-Indians through Clive Street. Do they not employ as many as they want?

A.—Yes. I want to do that to minimise the callousness of some employers who throw out their men on the street on the slightest pretext.

Q.—What measures would you suggest for uplifting the Anglo-Indian community?

A.—I think the pinch will do it. To prevent unemployment boys should leave school at the age of 18, learn some profession, and enter into business.

Q.—Do you really believe that the formation of an Anglo-Indian regiment will relieve their distress?

A.—It will give them character.

Q.—Will they be as efficient as British soldiers?

A.—I think so.

Q.—Would you like to place the Bengalis in the same position?

A.—Certainly; not as a cure for unemployment, but chiefly to make them manly.

Q.—You speak about Belgium. There do they carry on agriculture by manual labour or by machinery?

A.—By machinery under a co-operative system. There is one machine for one village.

Q.—Do you think it desirable to have the same arrangements in Bengal?

A.—I don't think you can do that here where the plots are small and are divided by bunds.

Q.—Are not the plots also small in Belgium?

A.—Yes, but there are no bunds.

Q.—What professions would you recommend for the unemployed Anglo-Indians and middle-class Bengalis? Would you not recommend small industries and agriculture?

A.—Yes.

Q.—Do you think they are fitted for starting agriculture without using machinery?

A.—Some of them will do and have done so.

Q.—What sort of help should Government give them?

A.—No help.

Q.—Would you like the idea suggested to us by Col. Gidney that each Anglo-Indian should get some free land?

A.—No, not free but on easy terms.

Q.—And that Government should give Rs. 50 per month to each unemployed Anglo-Indian for some time?

A.—That will spoil them. I don't think it is good for any body.

Q.—Do you think it is desirable to colonise outside India such as Andamans?

A.—Yes, if it can be done.

Q.—Is not the climate of India better?

A.—In some parts it is better and in some it is worst.

Q.—Is there not a chance of training the natives of Andamans in agriculture?

A.—That is hopeless. They are primitive people and live on hunting.

Q.—Do you think that the Anglo-Indians will take to coal mining?

A.—As miners. I doubt it. They should have to lower their standard very much.

Q.—Are not the Anglo-Indians fond of living beyond their means?

A.—If not beyond, too little within.

Q.—Are they not fond of races?

A.—Yes, but I don't think they spend much on them.

Q.—What means would you like to adopt to make them more thrifty?

A.—Force of circumstances will make them more thrifty.

APPENDIX V.

Statement of expenditure incurred by the Government of Bengal, Unemployment Enquiry Committee.

Items of expenditure.	Amount.		
	Rs.	A.	P.
1. Travelling and halting allowances to members	294	15	0
2. Travelling and halting allowances to witnesses	150	15	0
3. Other contingencies—			
(a) Printing of questionnaire ..	21	4	0
(b) Postage stamps ..	103	3	0
(c) Stationery charges ..	137	13	9
(d) Conveyance charges ..	0	10	0
(e) Typing charges ..	20	0	0
			<hr/>
			282 14 9
			<hr/>
TOTAL	728	12	9*
			<hr/>

* Inclusive of the cost of the postage stamps and stationery valued at Rs. 131-7-6 supplied by the office of the Director of Industries, Bengal, free of charge.

D. B. MEEK,

Chairman, Unemployment Committee.

The 10th December 1924.

GOVERNMENT OF BENGAL.

DEPARTMENT OF AGRICULTURE AND INDUSTRIES.

Industries.

CALCUTTA, THE 10TH DECEMBER 1924.

RESOLUTION--No. 6181Ind.

IN pursuance of a resolution carried in the Bengal Legislative Council on 30th March 1922, a committee composed of nine official and non-official gentlemen was appointed in this department resolution No. 5579Ind., dated the 18th November 1922, to investigate the problem of unemployment among the educated middle classes in Bengal and to suggest remedial measures.

2. It was subsequently decided in this department resolution No. 1656Ind., dated the 28th March 1923, to include in the scope of enquiry of the committee the question of unemployment among the Anglo-Indian middle classes as well and suggestions as to its solution, and the number of members of the committee was raised to 12.

3. The committee has completed its inquiry and has submitted its report with recommendations suggesting remedial measures. The recommendations of the committee are now under the consideration of Government. Meanwhile the report is published for general information.

4. His Excellency the Governor take this opportunity of expressing his thanks to the members of the committee for their labours in connection with the inquiry. He also regrets the death of Rai Radha Charan Pal Bahadur, the mover of the resolution in pursuance of which the committee was appointed, and of Mr. J. H. Rundlett, one of the representatives of the Anglo-Indian community on the committee. The former died before the committee commenced its work, while the latter participated in the deliberations of the committee, but died before the report was actually drawn up.

By order of the Government of Bengal
(Department of Agriculture and Industries),

G. S. DUTT,*

Secretary to the Government of Bengal.

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